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ABSTRACT

Twenty-four learning activity packets (LAPs) are provided for six areas of instruction in a cashier/checker program. Section A, Orientation, contains an LAP on exploring the job of cashier-checker. Section B, Operations, has nine LAPs, including those on operating the cash register, issuing trading stamps, and completing the cash register balance sheet. Section C, Payments, contains LAPs that teach how to accept customer payments and consumer coupons and how to handle charge accounts and refunds. Section D, Handling Merchandise, has LAPs on types of produce, weighing and pricing produce, and bagging orders of merchandise. Section E, Human Relations, has LAPs to teach good relationships with others: human relations, in general; and maintaining good customer relations. Finally, Section F, Support Activities, has LAPs on stocking merchandise, placing signs on displays, assisting with store security, and maintaining store safety. Contents of each LAP may include some or all of the following components: an introduction, directions, objective, a list of learning activities to be completed, information sheets, assignment sheets, and job sheets with an instructor evaluation checklist. (YLB)

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CASHIER/CHECKER LEARNING ACTIVITY PACKETS (LAPs)

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and Technical Education
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CASHIER/CHECKER

CC-A1

EXPLORING THE JOB OF CASHIER/CHECKER

INTRODUCTION

Do you think that you would like to become a cashier/checker? In order to obtain and keep a job as cashier/checker, you must learn to handle money, operate a cash register, deal with the customers, and complete various other duties.

Often, cashier/checkers create the customers' image of the store; therefore, this is one of the most important positions in any retail store. In this module, you will learn about the working conditions, job responsibilities, and skills of a cashier/checker.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to be able to do the task, find the learning activities inside this module, and go through them in the order in which they are listed.

OJBECTIVE

Given written assignment sheets concerning working conditions, job requirements, and general qualifications about the job of a cashier/checker, answer with 85 percent accuracy.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Responsibilities of a Cashier/Checker. (Page 3)
2. Check your knowledge by completing Assignment Sheet #1, Responsibilities of a Cashier/Checker. (Page 5)
3. Read Information Sheet, Tools and Equipment Used by Cashier/Checkers. (Page 6)

   (or) ____

4. Check your knowledge by completing Assignment Sheet #2, Tools and Equipment Used by Cashier/Checkers. (Page 7)
5. Read Information Sheet, Working Conditions. (Page 8)

   (or) ____

6. Check your knowledge by doing Assignment Sheet #3, Exploring the Job of a Cashier/Checker. (Page 9)
7. Turn in completed LAP to your instructor.

INFORMATION SHEET

RESPONSIBILITIES OF A CASHIER/CHECKER

You have indicated an interest in learning the skills of a cashier/checker. Before beginning your training, you are probably interested in knowing what you will be doing on the job.

The job of cashier/checker involves many different skills, and the responsibilities of the job will differ from store to store.

Generally, the responsibilities of a cashier/checker include

A. Ringing up customers' orders of merchandise on electric or electronic cash registers

B. Accepting and writing receipts for customers' payments-on-account

C. Identifying acceptable checks

D. Preparing cash drawer for business

E. Changing cash register tape

F. Writing forms accounting for money intake

G. Calculating amount of sales tax

H. Calculating unit price of multiple-priced items

I. Correcting cash register errors

J. Making change

K. Writing customers' charges

L. Weighing, price-marking, and bagging produce

M. Preparing check-out area for business

N. Handling customers' complaints

O. Answering customers' complaints

P. Bagging customers' merchandise

Q. Checking in merchandise

R. Stocking merchandise

Information Sheet (p. 2)

S. Pricing merchandise

T. Assisting in maintaining store safety and security

These are some of the skills that you will be learning as you go through cashier/ checker training

EXPLORING THE JOB OF CASHIER/CHECKER

ASSIGNMENT SHEET #1--RESPONSIBILITIES OF A CASHIER/CHECKER

Directions: You have read a description of the responsibilities of a cashier/checker. See how many of these responsibilities you can remember by listing them on this page. If you can think of others, list them also. When you are finished, refer to the information sheet on pages 3 and 4 to see how many you were able to recall. Discuss with your instructor the ones that you added.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
21. ____________________

INFORMATION SHEET

TOOLS AND EQUIPMENT USED BY CASHIER/CHECKERS

As in all jobs, cashier/checkers use specific tools and equipment to perform their responsibilities. The following list includes those tools and equipment that you will be learning to use during this training program.

PART I--Tools and equipment used by cashier/checkers

A. Cash register

B. Price-marker

C. Telephone

D. Scales

E. Stocking equipment

F. Display racks

G. Box opener

H. Cleaning supplies

I. Bagging supplies

J. Forms for reporting cash register transactions

...and...

PART II--Some things a cashier/checker should be able to do

A. Correctly add, subtract, multiply, and divide numbers

B. Be cheerful and enjoy working with people

C. Write words and numbers so that others can read them

D. Be honest and careful about taking care of money

E. Enjoy using a cash register

EXPLORING THE JOB OF CASHIER/CHECKER

ASSIGNMENT SHEET #2--TOOLS AND EQUIPMENT USED BY CASHIER/CHECKERS

Directions: See how many cashier/checker tools and equipment that you can remember by listing them on this page. Check your list with the information sheet on page 6.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

Can you think of any other tools and equipment that may be used by cashier/checkers? If so, list them below.

1. ______
2. ______
3. ______
4. ______
5. ______

INFORMATION SHEET

WORKING CONDITIONS

The job of cashier/checker can be one you will enjoy. The manner in which you handle yourself in various situations will have a direct effect on the way others see you in your job and, just as important, on the way you see yourself. The store will be judged by your actions with the customers. This makes your job very important.

Here are some things you need to know about working conditions in retail stores

A. You will meet many nice people

B. The way you act with customers is important to the store; if you are nice, customers will often come back

C. You will be working with numbers

D. Most stores are air-conditioned

E. Working hours are not the same for all stores

F. You will need to be able to stand on your feet for long periods of time

G. Sometimes, you will have to bag the merchandise after you check out the customer

H. Sometimes, you will have to listen politely to customers' complaints

I. You may or may not be required to join a union

   1. Some stores agree to hire only those people who are members of a union, this type of store is called a closed shop

   2. In other stores, called open shops, you may or may not join a union

   3. When you apply for a job, you will find out if the store is an open shop or a closed shop

EXPLORING THE JOB OF CASHIER/CHECKER

ASSIGNMENT SHEET #3--EXPLORING THE JOB OF A CASHIER/CHECKER

Directions: Answer these questions.

1. List three duties of a cashier/checker.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. Working hours are not the same for all stores. True or false (Circle the correct answer.)

3. A cashier/checker does not bag merchandise. True or false (Circle the correct answer.)

4. A store that hires only people who are members of a union is called a

   ______________________________.

CASHIER/CHECKER

CC-B1

GETTING THE CHECK-OUT AREA READY FOR BUSINESS

INTRODUCTION

The check-out area is usually the first place a customer sees when going in a store. So, you will want your check-out counter to be clean and tidy. You will also want to have all the supplies you need for the day's business. Finally, when you finish your work day, you will want to leave your area ready for the next cashier/checker. In this module, you will learn how to get the check-out area ready for business.

DIRECTIONS

Read the objectives below. If you think that you can do these tasks, arrange with your instructor to do the assignment sheets and job sheet,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module, and go through them in the order in which they are listed.

OBJECTIVES

(1) Given a cash drawer, a change fund, and a Change Fund Receipt form, get the cash drawer ready for the day's business. The Change Fund Receipt form must be filled out correctly. All bills and coins must be placed properly in the right sections in the cash drawer.

(2) Provided a check-out area and cleaning supplies, prepare the check-out area for a business day. All items must be completed.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Counting the Cash Drawer. (Page 3)
2. Check your knowledge by completing Assignment Sheet #1, Counting the Change Fund. (Page 5)
3. Check your knowledge by completing Assignment Sheet #2, Counting the Cash Drawer. (Page 6)
4. Read Information Sheet, Keeping Check-Out Area Neat and Clean. (Page 7)
5. Check your knowledge by completing Job Sheet #1, Prepare Check-Out Area for Business. (Page 8)
6. Turn in completed LAP to your instructor.

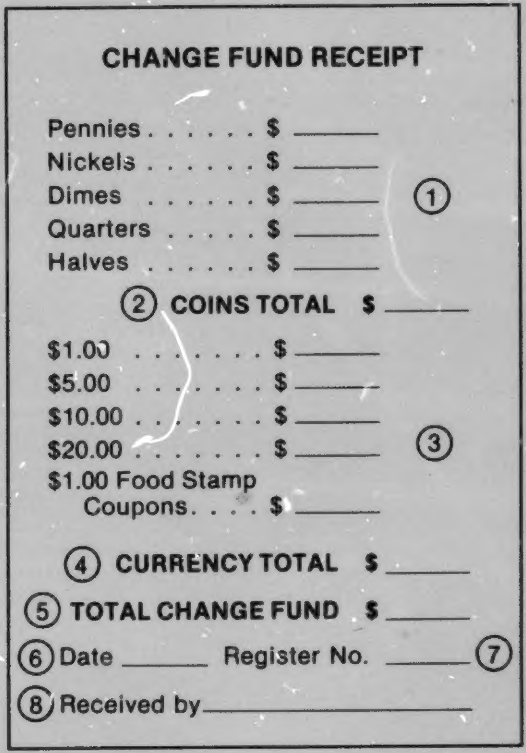
INFORMATION SHEET

COUNTING THE CASH DRAWER

Before you start your work day, you will be given money to put in your cash drawer. You will usually get this money from the head cashier. This money is called a change fund. It is used for making change for customers.

You should follow all of these steps as soon as the head cashier hands you your change fund

FIGURE 1



CHANGE FUND RECEIPT

Pennies . . . . . . $ ______
Nickels . . . . . . $ ______
Dimes . . . . . . $ ______ ①
Quarters . . . . . $ ______
Halves . . . . . . $ ______

② **COINS TOTAL $** ______

$1.00 . . . . $ ______
$5.00 . . . . $ ______
$10.00 . . . . $ ______
$20.00 . . . . $ ______ ③
$1.00 Food Stamp Coupons. . . . $ ______

④ **CURRENCY TOTAL $** ______

⑤ **TOTAL CHANGE FUND $** ______

⑥ Date ______ Register No. ______ ⑦

⑧ Received by ______________

A. Get a Change Fund Receipt form from head cashier (Figure 1)

B. Count each kind of coin separately; write each amount in proper place on Cash Fund Receipt form (#1)

C. Add the total amount of coins you received; write this amount next to COINS TOTAL (#2)

D. Count each kind of currency separately; write each amount in proper place (#3)

E. Add the total amount of currency you received; write this amount next to CURRENCY TOTAL (#4)

F. Add the COINS TOTAL and CURRENCY TOTAL amounts; write this amount next to TOTAL CHANGE FUND (#5)

G. Write date in proper space (#6)

H. Write your cash register number in proper space (#7)

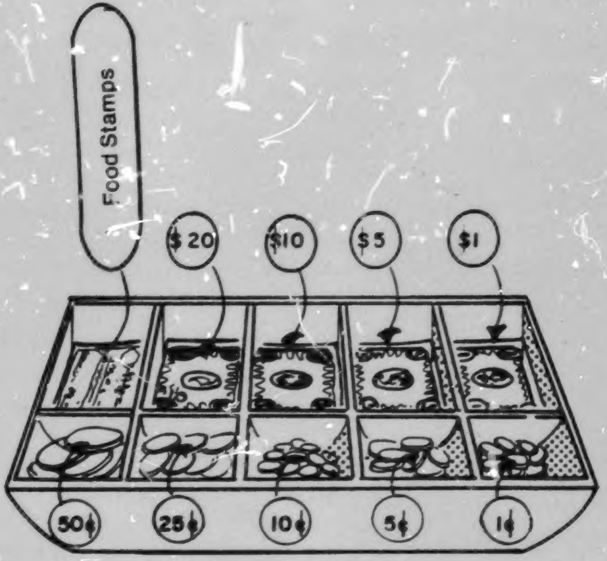
I. Sign your name, and give filled out Cash Fund Receipt to head cashier (#8)

Information Sheet (p. 2)

J. Put change fund into your cash drawer

(NOTE: Each demonination of coin and currency should go into its respective section of drawer tray [Figure 2].)

FIGURE 2



Change Fund in Drawer Tray

1. Make sure that pennies are in section furthest to the right and that coins increase in value as you look to the left

2. Make sure that currency is face-side up, with top of each bill to left edge of its section in drawer tray

   (NOTE: Food stamps should be placed in far left-hand section of drawer.)

K. Place bills over $20.00, checks, and coupons under drawer tray; this is a security measure against drawer dippers

GETTING THE CHECK-OUT AREA READY FOR BUSINESS

ASSIGNMENT SHEET #1--COUNTING THE CHANGE FUND

You must count the change fund each day to ensure that you have the correct amount of change to start business. This ensures that you will be able to make change for your customers and that the store manager will be able to determine if your cash drawer is over or short at the end of your work shift.

Directions: Using the figures on the Change Fund Receipt form (Figure 3), determine how many pieces of each denomination of coin and currency should be in this change fund. Write your answers on the lines provided.

PENNIES ________

NICKLES ________

DIMES ________

QUARTERS ________

HALVES ________

$1.00 ________

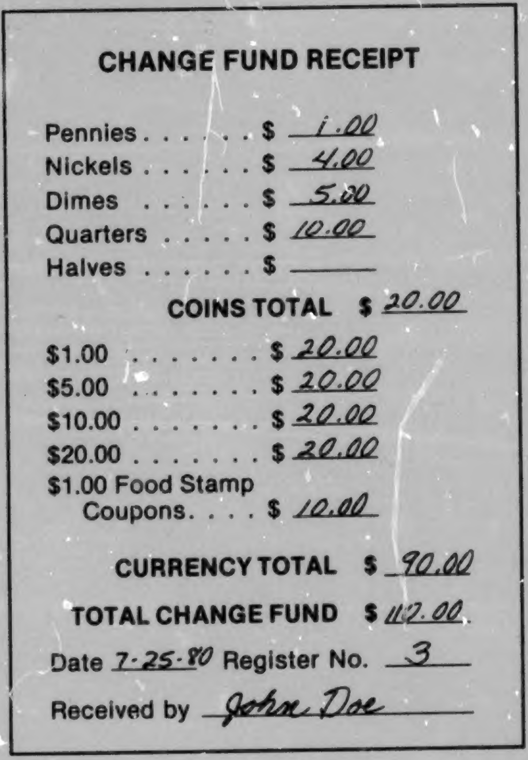
$5.00 ________

$10.00 ________

$20.00 ________

FOOD STAMPS ________

FIGURE 3



CHANGE FUND RECEIPT

Pennies	$ 1.00
Nickels	$ 4.00
Dimes	$ 5.00
Quarters	$ 10.00
Halves	$
COINS TOTAL	$ 20.00
$1.00	$ 20.00
$5.00	$ 20.00
$10.00	$ 20.00
$20.00	$ 20.00
$1.00 Food Stamp Coupons	$ 10.00
CURRENCY TOTAL	$ 90.00
TOTAL CHANGE FUND	$ 110.00

Date 7-25-80 Register No. 3

Received by John Doe

ARE YOU READY TO SET UP A DRAWER? .....

GETTING THE CHECK-OUT AREA READY FOR BUSINESS

ASSIGNMENT SHEET #2--COUNTING THE CASH DRAWER

Directions: In this exercise, you will perform two separate activities: (1) correctly place a change fund into a cash drawer and (2) count the cash drawer and record it on the Change Fund Receipt form provided. (Figure 4)

PART I--Place Change into Cash Drawer

A. Ask your instructor for a cash drawer tray and a change fund

B. Properly place the change into the drawer

C. Ask your instructor to check your work and sign below

Congratulations, you have completed this activity properly!

____
Approved--Instructor's Signature

PART II--Count a Cash Drawer

A. Using the cash drawer in Part I, count the change fund

B. Record the change fund on the form provided on this page

(NOTE: Use today's date and register number seven.)

FIGURE 4

CHANGE FUND RECEIPT

Pennies . . . . . . $ ______
Nickels . . . . . . $ ______
Dimes . . . . . . $ ______
Quarters . . . . . $ ______
Halves . . . . . . $ ______

COINS TOTAL $ ______

$1.00 . . . . $ ______
$5.00 . . . . $ ______
$10.00 . . . . $ ______
$20.00 . . . . $ ______
$1.00 Food Stamp Coupons. . . . $ ______

CURRENCY TOTAL $ ______

TOTAL CHANGE FUND $ ______

Date ______ Register No. ______

Received by ______________________

INFORMATION SHEET

KEEPING CHECK-OUT AREA NEAT AND CLEAN

No one likes to shop in a store that is not neat and clean. Keeping your check-out area clean will help improve the store's image, and keeping a tidy, well-supplied check-out counter will make your work easier.

Steps in getting the check-out area ready for business

A. Count change fund, fill out Change Fund Receipt form, and put change fund in cash drawer

B. Dust or clean cash register, scales, and check stand with a damp rag

(CAUTION: Take necessary precautions to ensure that no moisture gets into the keyboard.)

C. Make sure you have enough sales tape in your cash register

D. Check bag supply; get more of any size that you need

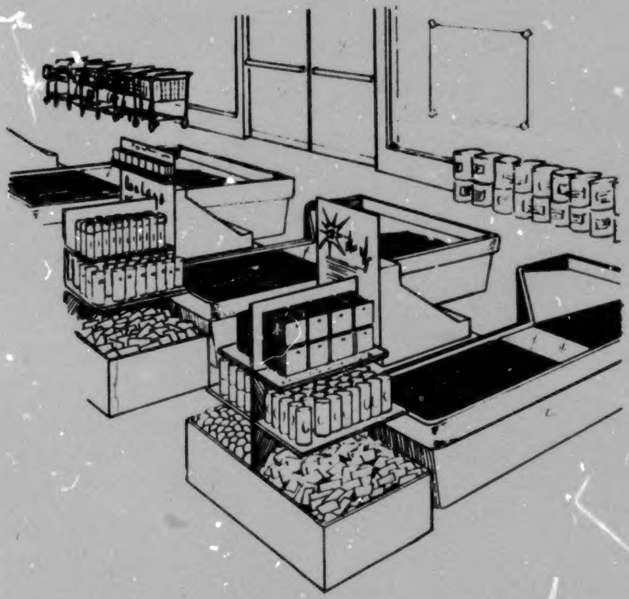
E. Dust and straighten the goods in your area

F. Make sure your check-out area is clean and neat; get rid of any trash

G. Return to proper place all unsold items that have been left on your check-out counter

Does your check-out area look as tidy as this one (Figure 5)? It should.

FIGURE 5



GETTING THE CHECK-OUT AREA READY FOR BUSINESS

JOB SHEET #1--PREPARE CHECK-OUT AREA FOR BUSINESS

Your teacher will provide a check-out area that has not been prepared for business. Prepare the area so that it is ready for customers. Use the following list to check your work. Write an "X" in the blanks provided as each step is completed.

_____1. Counted the change fund, filled out Change Fund Receipt form, and put change in cash register

_____2. Cleaned cash register with damp cloth

_____3. Checked sales tape in cash register, and refilled it if needed

_____4. Checked bag supply, and got needed bags

_____5. Dusted and straightened goods and shelves in the check-out area

_____6. Checked check-out area for cleanliness, and cleaned up any trash

_____7. Returned all unsold items to stock

BE SURE TO HAVE YOUR INSTRUCTOR INSPECT YOUR AREA WHEN YOU HAVE COMPLETED THIS ASSIGNMENT. HE OR SHE SHOULD SIGN BELOW TO INDICATE THAT YOU HAVE MET THE PERFORMANCE STANDARD FOR THIS JOB SHEET.

Instructor's Evaluation

		(Circle appropriate answer below)	
1.	Change fund counted, and Change Fund Receipt form properly completed	Completed	Needs Work
2.	Change fund properly placed in cash drawer	Completed	Needs Work
3.	Cash register cleaned	Completed	Needs Work
4.	Sufficient tape placed in register	Completed	Needs Work
5.	Check-out area cleaned and made tidy	Completed	Needs Work
6.	All unsold items returned to stock	Completed	Needs Work

____
Approved--Instructor's Signature

CASHIER/CHECKER

CC-B2

OPERATING THE CASH REGISTER

INTRODUCTION

Since the most universal tool for recording sales transactions is the cash register, you, as a cashier/checker, must become proficient at using this machine. Even though cash registers differ in the kinds of transactions they can perform, many cash registers have several parts that are similar and operate in the same way. In this module, you will learn to recognize these parts, know their purposes, and be able to use them in ringing up a customer's order of merchandise.

DIRECTIONS

Read the objectives below. If you feel you are already able to perform these tasks, arrange with your instructor to do assignment sheets and job sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module, and go through them in the order in which they are listed.

OBJECTIVES

(1) Given a cash register and a list of transactions, register each entry with 100 percent accuracy.

(2) Given a cash register that is out of receipt tape, take a new roll of tape and correctly thread the tape into the register according to instructions.

Objective Sheet (p. 2)

(3) Provided a cash register, change the date and operate the inking lever so that the receipt tape is readable.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Learning the Home Keys. (Page 5)
2. Practice on the cash register by completing Job Sheet #1, Practice on the Home Keys. (Page 6)
3. Read Information Sheet, Learning the Thumb Group. (Page 7)
4. Practice on the cash register by completing Job Sheet #2, Practice with the Thumb Group. (Page 8)
5. Read Information Sheet, Learning the Second-Finger Group. (Page 9)
6. Practice on the cash register by completing Job Sheet #3, Practice with the Second-Finger Group. (Page 10)
7. Read Information Sheet, Learning the Index-Finger Group. (Page 11)
8. Practice on the cash register by completing Job Sheet #4, Practice with the Index-Finger Group. (Page 12)
9. Practice on the cash register by completing Job Sheet #5, The Touch System of Register Operation. (Page 13)
10. Read Information Sheet, Department Keys. (Page 14)
11. Check your knowledge by completing Assignment Sheet #1, Departmentalizing Merchandise. (Page 16)
12. Read Information Sheet, Department-Key Finger Positions. (Page 18)
13. Practice on the cash register by completing Job Sheet #6, Using Department Keys. (Page 20)
14. Read Information Sheet, Location and Function of Transaction Keys. (Page 21)
15. Check your knowledge by completing Assignment Sheet #2, Function of Transaction Keys. (Page 24)
16. Read Information Sheet, Using Special Forms with Transaction Keys. (Page 26)
17. Practice on the cash register by completing Job Sheet #7, Using Transaction Keys and Forms. (Page 31)
18. Practice on the cash register by completing Job Sheet #8, Determine Change Due on Change-Calculating Registers. (Page 34)
19. Practice on the cash register by completing Job Sheet #9, Changing the Cash Register Receipt Tape. (Page 37)

Learning Activities (p. 2)

20. Practice on the cash register by completing Job Sheet #10, Skill Practice Exercises. (Page 38)

21. Turn in completed LAP to your instructor.

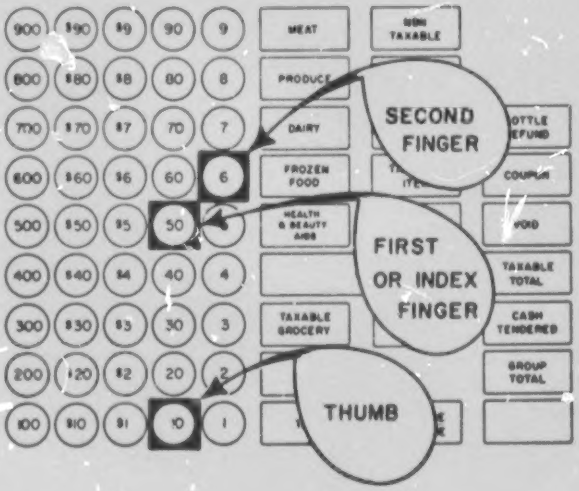
INFORMATION SHEET

LEARNING THE HOME KEYS

The touch system of operating the cash register enables a cashier/checker to ring up an order without looking at the keyboard. However, when using this method, you must be able to operate the register with certain fingers of the right hand.

To learn the home keys, place your right hand on the keyboard, with your thumb on the 10¢ key, your index finger on the 50¢ key, and your second finger on the 6¢ key. These are the home keys. The natural curve of your hand should make this position comfortable for you. The side or palm of your hand is used to operate the motor bar or the largest department key, which is usually the GROCERY key. (Figure 1)

FIGURE 1


900
$90
$9
90
9
MEAT
NON TAXABLE
800
$80
$8
80
8
PRODUCE
700
$70
$7
70
7
DAIRY
BOTTLE REFUND
600
$60
$6
60
6
FROZEN FOOD
COUPON
500
$50
$5
50
HEALTH & BEAUTY AIDS
VOID
400
$40
$4
40
4
TAXABLE TOTAL
300
$30
$3
30
3
TAXABLE GROCERY
CASH TENDERED
200
$20
$2
20
2
GROUP TOTAL
100
$10
$1
10
1
SECOND FINGER
FIRST OR INDEX FINGER
THUMB

Steps to follow in learning the home keys

A. Clear the register by using the correction lever or the TOTAL/BAL DUE key

B. Place your right hand in the proper position with the three home-key fingers on their respective keys

C. Use the motor bar or largest department key to activate the register

D. Depress the 10¢ key, and operate the motor bar or department key; depress the 50¢ key, and operate the motor bar or department key; depress the 6¢ key, and operate the motor bar or department key

(NOTE: To make sure the correct registration has been made, look at the indication after each registration. This is the procedure used in ringing up all items on the register.)

YOU ARE NOW READY TO GO ON TO JOB SHEET #1....

OPERATING THE CASH REGISTER

JOB SHEET #1--PRACTICE ON THE HOME KEYS

To help you learn to use the home keys, practice on one of the registers in the classroom. Ask your instructor for assistance as necessary, and be sure to follow the procedure stated on page 5 to complete this activity.

EXERCISE #1

$ .10	groc
.50	groc
.06	groc
.10	groc
.50	groc
.06	groc
.10	groc
.50	groc
.06	groc

Ask your instructor for steps to end transaction.

EXERCISE #2

$ .50	groc
.10	groc
.06	groc
.50	groc
.10	groc
.06	groc
.50	groc
.10	groc
.06	groc

Ask your instructor for steps to end transaction.

EXERCISE #3

$ .06	groc
.10	groc
.50	groc
.10	groc
.06	groc
.50	groc
.06	groc
.10	groc
.06	groc
.10	groc
.50	groc
.10	groc
.50	groc

Ask your instructor for steps to end transaction.

EXERCISE #4

$ .50	groc
.10	groc
.06	groc
.06	groc
.10	groc
.50	groc
.10	groc
.50	groc
.06	groc
.50	groc
.10	groc
.06	groc
.50	groc

Ask your instructor for steps to end transaction.

INFORMATION SHEET

LEARNING THE THUMB GROUP

The largest group of keys is operated by the thumb. They include 1¢ to 4¢, 10¢ to 40¢, $1.00 to $4.00, and $10.00 to $40.00. (Figure 2)

The steps you should follow in learning the thumb group

A. Clear the register by using the correction lever or the TOTAL/ BAL DUE key

B. Place your right hand in the proper position, with the three home-key fingers on their respective keys

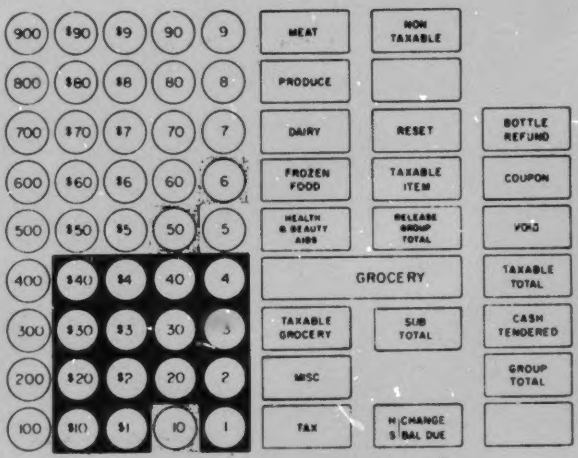
C. Use the motor bar or largest department key to activate the register after depressing the amount keys

D. Use the motor bar or largest department key to activate the register after depressing the amount keys

E. Depress the 1¢ key, operate the motor bar or largest department key, and return to the home key (10¢)

(NOTE: To make sure the correct registration has been made, look at the indication after each registration. Repeat this same procedure with the 2¢ key, 3¢ key, and 4¢ key. Practice these keys until you become familiar with the position of each key in relation to the 10¢ key [home key].)

FIGURE 2


900 $90 $9 90 9
800 $80 $8 80 8
700 $70 $7 70 7
600 $60 $6 60 6
500 $50 $5 50 5
400 $40 $4 40 4
300 $30 $3 30 3
200 $20 $2 20 2
100 $10 $1 10 1
MEAT
NON TAXABLE
PRODUCE
DAIRY
RESET
BOTTLE REFUND
FROZEN FOOD
TAXABLE ITEM
COUPON
HEALTH & BEAUTY AIDS
RELEASE GROUP TOTAL
VOID
GROCERY
TAXABLE TOTAL
TAXABLE GROCERY
SUB TOTAL
CASH TENDERED
MISC
GROUP TOTAL
TAX
CHANGE BAL DUE

F. Repeat the above procedure with the 20¢ key, 30¢ key, and 40¢ key

G. Repeat the above procedure with the $1.00 key, $2.00 key, $3.00 key, and $4.00 key

H. Repeat the above procedure with the $10.00 key, $20.00 key, $30.00 key, and $40.00 key

GO ON TO JOB SHEET #2....

OPERATING THE CASH REGISTER

JOB SHEET #2--PRACTICE WITH THE THUMB GROUP

To help you learn to use the thumb group, practice on one of the registers in the classroom. Ask your instructor for assistance as necessary, and be sure to follow the procedure stated on page 7 to complete the following exercises.

EXERCISE #1

$ .01	groc
.10	groc
.02	groc
.10	groc
.03	groc
.10	groc
.04	groc
.10	groc

Ask your instructor for steps to end transaction.

EXERCISE #2

$ .20	groc
.10	groc
.30	groc
.10	groc
.40	groc
.10	groc

Ask your instructor for steps to end transaction.

EXERCISE #3

$1.00	groc
.10	groc
2.00	groc
.10	groc
3.00	groc
.10	groc
4.00	groc
.10	groc

Ask your instructor for steps to end transaction.

EXERCISE #4

$10.00	groc
.10	groc
20.00	groc
.10	groc
30.00	groc
.10	groc
40.00	groc
.10	groc

Ask your instructor for steps to end transaction.

INFORMATION SHEET

LEARNING THE SECOND-FINGER GROUP

The 5¢ through 9¢ keys are the only ones operated by the second finger. (Figure 3)

The steps you should follow in learning the second-finger group

A. Clear the register by using the correction lever or the TOTAL/BAL DUE key

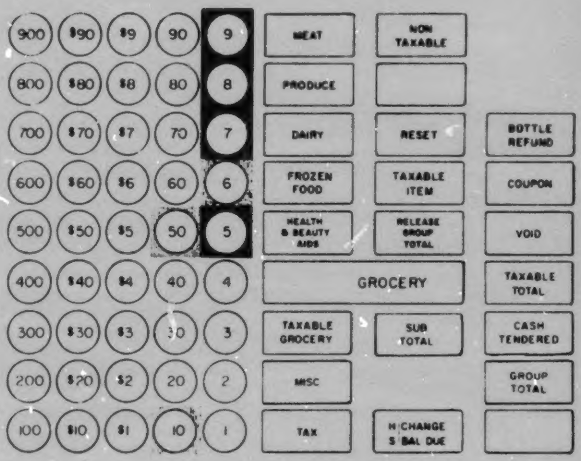
B. Place the right hand in the proper position, with the three home-key fingers on their respective keys

C. Use the motor bar or largest department key to activate the register after depressing the amount keys

D. Depress the 5¢ key, operate the motor bar or largest department key, and return to the home key (6¢)

(NOTE: To make sure the correct registration has been made, look at the indication after each registration. Repeat this same procedure by depressing the 7¢ key, 8¢ key, and 9¢ key. Practice these keys until you become familiar with the position of each key in relation to the 6¢ key [home key].)

FIGURE 3


900
$90
$9
90
9
MEAT
NON TAXABLE
800
$80
$8
80
8
PRODUCE
700
$70
$7
70
7
DAIRY
RESET
BOTTLE REFUND
600
$60
$6
60
6
FROZEN FOOD
TAXABLE ITEM
COUPON
500
$50
$5
50
5
HEALTH & BEAUTY AIDS
RELEASE GROUP TOTAL
VOID
400
$40
$4
40
4
GROCERY
TAXABLE TOTAL
300
$30
$3
30
3
TAXABLE GROCERY
SUB TOTAL
CASH TENDERED
200
$20
$2
20
2
MISC
GROUP TOTAL
100
$10
$1
10
1
TAX
H CHANGE S BAL DUE

GO ON TO JOB SHEET #3....

OPERATING THE CASH REGISTER

JOB SHEET #3--PRACTICE WITH THE SECOND-FINGER GROUP

To help you learn to use the second-finger group, practice on one of the registers in the classroom. Ask your instructor for assistance as necessary, and be sure to follow the procedure stated on page 9 to complete the following exercises.

EXERCISE #1

$ .05	groc
.06	groc
.07	groc
.06	groc
.08	groc
.06	groc
.09	groc
.06	groc

Ask your instructor for steps to end transaction.

EXERCISE #2

$ .05	groc
.06	groc
.08	groc
.06	groc
.09	groc
.06	groc
.07	groc
.06	groc

Ask your instructor for steps to end transaction.

EXERCISE #3

$ .09	groc
.05	groc
.06	groc
.07	groc
.08	groc
.06	groc
.07	groc
.05	groc
.08	groc
.09	groc

Ask your instructor for steps to end transaction.

EXERCISE #4

$ .08	groc
.06	groc
.09	groc
.05	groc
.07	groc
.06	groc
.05	groc
.09	groc
.07	groc
.08	groc

Ask your instructor for steps to end transaction.

INFORMATION SHEET

LEARNING THE INDEX-FINGER GROUP

The keys operated by the index finger are the 50¢ to 90¢ keys, the $5.00 to $9.00 keys, and the $50.00 to $90.00 keys. (Figure 4)

The steps you should follow in learning the index-finger group

A. Clear the register by using the correction lever or the TOTAL/BAL DUE key

B. Place the right hand in the proper position, with the three home-key fingers on their respective keys

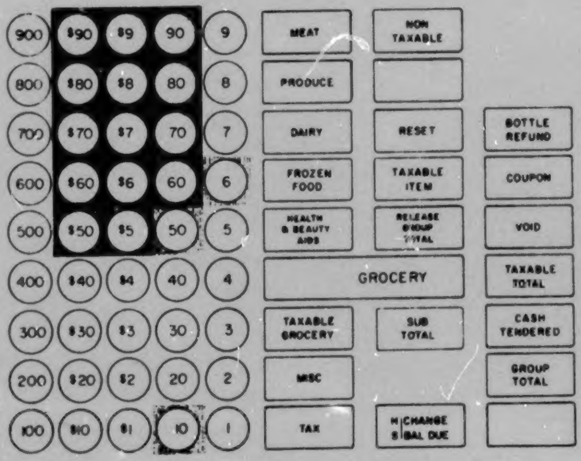
C. Use the motor bar or the largest department key to activate the register after depressing the amount keys

D. Depress the 60¢ key, operate the motor bar or largest department key, and return to the home key (50¢)

(NOTE: To make sure the correct registration has been made, look at the indication after each registration. Repeat this same procedure by depressing the $6.00 key, $7.00 key, $8.00 key, and $9.00 key. Practice these keys until you become familiar with the position of each key in relation to the 50¢ [home key].)

E. Repeat the above procedure with the $50.00 key, $60.00 key, $70.00 key, $80.00 key, and $90.00 key

FIGURE 4


900
$90
$9
90
9
800
$80
$8
80
8
700
$70
$7
70
7
600
$60
$6
60
6
500
$50
$5
50
5
400
$40
$4
40
4
300
$30
$3
30
3
200
$20
$2
20
2
100
$10
$1
10
1
MEAT
NON TAXABLE
PRODUCE
DAIRY
RESET
BOTTLE REFUND
FROZEN FOOD
TAXABLE ITEM
COUPON
HEALTH & BEAUTY AIDS
RELEASE GROUP TOTAL
VOID
GROCERY
TAXABLE TOTAL
TAXABLE GROCERY
SUB TOTAL
CASH TENDERED
MISC
GROUP TOTAL
TAX
CHANGE BAL DUE

USE JOB SHEET #4 FOR PRACTICE....

OPERATING THE CASH REGISTER

JOB SHEET #4--PRACTICE WITH THE INDEX-FINGER GROUP

To help you learn to use the index-finger group, practice on one of the registers in the classroom. Ask your instructor for assistance as necessary, and be sure to follow the procedure stated on page 11 to complete the following exercises.

EXERCISE #1

$ .50	groc
.60	groc
.50	groc
.70	groc
.50	groc
.80	groc
.50	groc
.90	groc
.50	groc
.80	groc
.50	groc
.70	groc
.50	groc
.60	groc
.50	groc

End transaction.

EXERCISE #2

$ .50	groc
5.00	groc
.50	groc
6.00	groc
.50	groc
7.00	groc
.50	groc
8.00	groc
.50	groc
9.00	groc
.50	groc
8.00	groc
.50	groc
7.00	groc
.50	groc
6.00	groc
.50	groc
5.00	groc

End transaction.

EXERCISE #3

$ 50.00	groc
.50	groc
60.00	groc
.50	groc
70.00	groc
.50	groc
80.00	groc
.50	groc
90.00	groc
.50	groc
80.00	groc
.50	groc
70.00	groc
.50	groc
60.00	groc
.50	groc
50.00	groc

End transaction.

EXERCISE #4

$ .50	groc
50.00	groc
60.00	groc
90.00	groc
50.00	groc
.50	groc
70.00	groc
50.00	groc
80.00	groc
.50	groc
70.00	groc
90.00	groc
60.00	groc
.50	groc
80.00	groc
50.00	groc
80.00	groc

End transaction.

OPERATING THE CASH REGISTER

JOB SHEET #5--THE TOUCH SYSTEM OF REGISTER OPERATION

Since it will enable you to check merchandise more rapidly, you will want to learn to use the touch system of cash register operation. In order to see if you have mastered the touch system, do the following exercises on a register. Ring up these exercises, and write in totals for each problem below.

EXERCISE #1

$ 1.05 groc
.77 groc
.96 groc
4.36 groc
.21 groc
.40 groc
.98 groc
.74 groc
.82 groc
3.33 groc
1.89 groc

$__________TOTAL

EXERCISE #2

$ .43 groc
.75 groc
.62 groc
.56 groc
.15 groc
.11 groc
.10 groc
.19 groc
.84 groc
3.54 groc
.03 groc
.99 groc

$__________TOTAL

EXERCISE #3

$ .84 groc
.39 groc
.63 groc
.61 groc
1.04 groc
5.15 groc
1.91 groc
.48 groc
.53 groc
.14 groc
.78 groc
.20 groc

$__________TOTAL

EXERCISE #4

$ 2.55 groc
14.88 groc
.78 groc
3.87 groc
4.66 groc
4.89 groc
6.01 groc
.78 groc
.50 groc
2.14 groc

$__________TOTAL

EXERCISE #5

$ .98 groc
2.35 groc
5.24 groc
.47 groc
2.19 groc
3.99 groc
.38 groc
.92 groc
5.10 groc
.63 groc

$__________TOTAL

EXERCISE #6

$ .57 groc
6.59 groc
14.77 groc
3.82 groc
1.03 groc
4.49 groc
.19 groc
.76 groc
7.21 groc
.18 groc

$__________TOTAL

INFORMATION SHEET

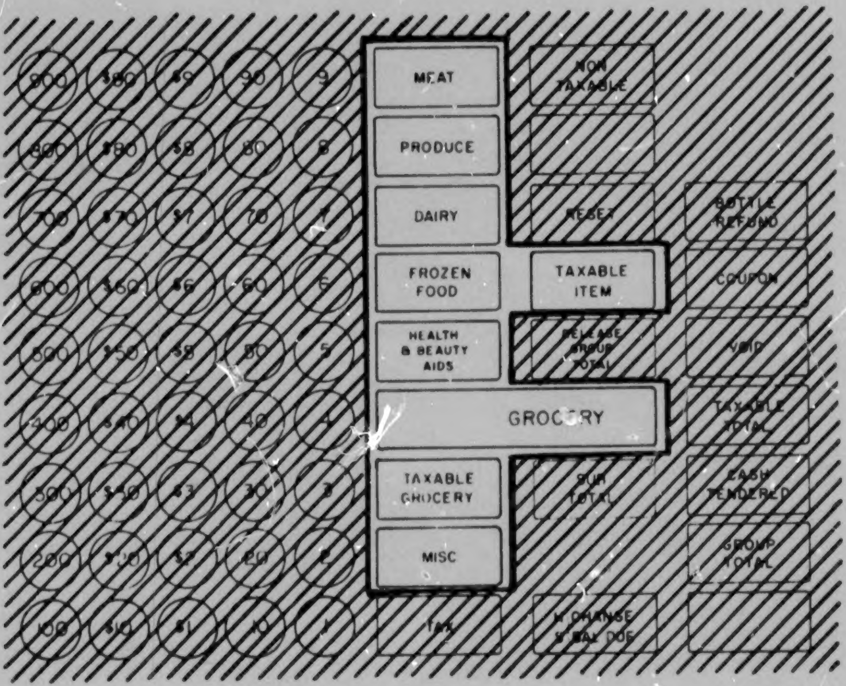
DEPARTMENT KEYS

Since you have learned the locations of the amount keys, you are ready to learn how to operate the department keys.

PART I--Department keys record the items sold by each department, such as grocery, meat, produce, and miscellaneous (Figure 5)

(NOTE: Study the location of these keys, find them on your cash register.)

FIGURE 5


900 $90 $9 90 9
800 $80 $8 80 8
700 $70 $7 70 7
600 $60 $6 60 6
500 $50 $5 50 5
400 $40 $4 40 4
300 $30 $3 30 3
200 $20 $2 20 2
100 $10 $1 10 1
MEAT
PRODUCE
DAIRY
FROZEN FOOD
HEALTH & BEAUTY AIDS
GROCERY
TAXABLE GROCERY
MISC
TAX
NON TAXABLE
RESET
TAXABLE ITEM
RELEASE GROUP TOTAL
SUB TOTAL
CHANGE BAL DUE
BOTTLE REFUND
COUPON
VOID
TAXABLE TOTAL
CASH TENDERED
GROUP TOTAL

PART II--Merchandise that should be registered in each department

(NOTE: This is only a small sample of each total department.)

A. Grocery department--Canned fruits and vegetables, soups, cereals, detergents and other cleaning supplies, sauces, soft drinks, bread

B. Meat department--Chicken, steaks, roasts, bacon, turkey, hamburger, lunch meat, ham

C. Produce department--Fresh fruits and vegetables, flowers, potted plants

Information Sheet (p. 2)

D. Delicatessen department--Items marked with a DELI label

E. Dairy department--Milk, eggs, cheese, yogurt, cottage cheese

F. Frozen foods department--Ice cream, frozen entrees, frozen pies, frozen chicken, frozen vegetables

G. Health and beauty aids (HBA) department--Asprin, hair sprays, cosmetics, combs, shampoo, gauze bandages

OPERATING THE CASH REGISTER

ASSIGNMENT SHEET #1--DEPARTMENTALIZING MERCHANDISE

As a store cashier/checker, you will be required to handle hundreds of items of merchandise each day. As items are registered into the cash register, it is very important that you use the correct department key. Your cash register department keys provide store management with information that helps them to make decisions about which merchandise should be carried by the store.

Directions: In order to get a better understanding of the merchandise carried within various departments, complete the activity below. Write in five departments, and list items carried in each.

(NOTE: Think of items other than those listed in the information sheet.)

A. Department: ______________________________

____

____

____

B. Department: ______________________________

____

____

____

C. Department: ______________________________

____

____

____

D. Department: ______________________________

____

____

____

Assignment Sheet #1 (p. 2)

E. Department: ____________________

____

____

____

47

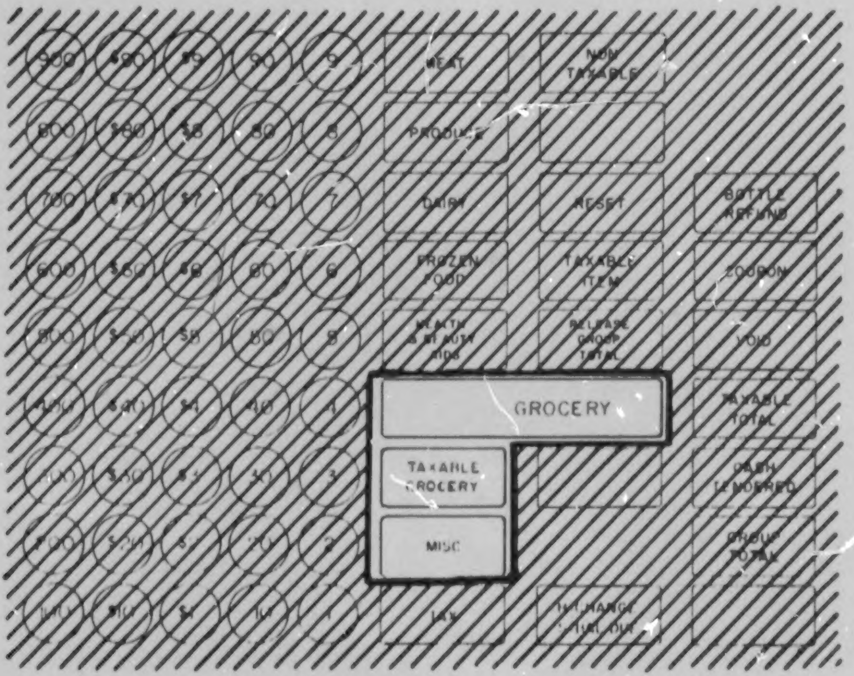
INFORMATION SHEET

DEPARTMENT-KEY FINGER POSITIONS

Now that you are familiar with the location of each of the department keys and which items of merchandise should be registered under each, it is time to learn finger positions that should be used for department keys. Depending on their location, these keys are operated by one of the home-key fingers.

A. If the department key is located to the right of the amount keys and is aligned with or is below the 4¢ key, it is operated by the thumb (Figure 6)

FIGURE 6


900
$90
$9
90
9
MEAT
NON TAXABLE
800
$80
$8
80
8
PRODUCE
700
$70
$7
70
7
DAIRY
RESET
BOTTLE REFUND
600
$60
$6
60
6
FROZEN FOOD
TAXABLE ITEM
COUPON
500
$50
$5
50
5
HEALTH & BEAUTY AIDS
RELEASE GROUP TOTAL
VOID
GROCERY
TAXABLE TOTAL
TAXABLE GROCERY
CASH TENDERED
MISC
GROUP TOTAL
TAX
NO CHANGE TOTAL OUT

B. If the department key is located to the left of the amount keys and is aligned with or is below the 4¢ key, it should be operated by the thumb

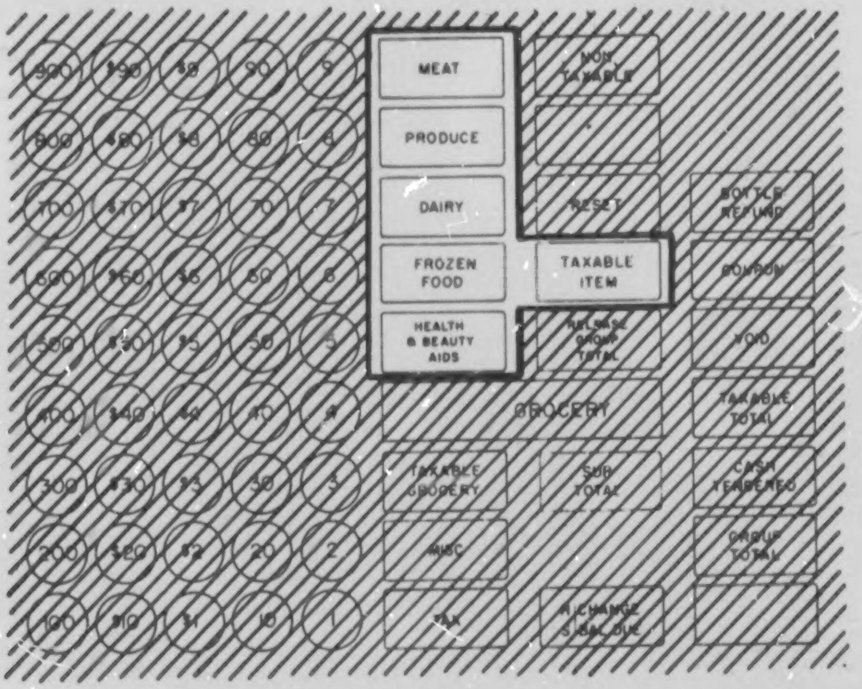
(NOTE: Few cash registers have department keys to the left of the amount keys.)

CONTINUED ON NEXT PAGE....

Information Sheet (p. 2)

C. If the department key is located to the right of the amount keys and is aligned with or is above the 5¢ key, it is operated by the second finger (Figure 7)

FIGURE 7


900
$90
$9
90
9
800
$80
$8
80
8
700
$70
$7
70
7
600
$60
$6
60
6
500
$50
$5
50
5
400
$40
$4
40
4
300
$30
$3
30
3
200
$20
$2
20
2
100
$10
$1
10
1
MEAT
PRODUCE
DAIRY
FROZEN FOOD
HEALTH & BEAUTY AIDS
NON TAXABLE
RESET
TAXABLE ITEM
RELEASE GROUP TOTAL
GROCERY
TAXABLE GROCERY
SUB TOTAL
MISC
TAX
CHANGE & BAL DUE
BOTTLE REFUND
COUPON
VOID
TAXABLE TOTAL
CASH TENDERED
GROUP TOTAL

D. If the department key is located to the left of the amount keys and is aligned with or is above the 50¢ key, it is operated by the index finger

USE JOB SHEET #6 NEXT....

OPERATING THE CASH REGISTER

JOB SHEET #6--USING DEPARTMENT KEYS

Ring up the following exercises five times each. Write the correct total on the line provided for each exercise.

EXERCISE #1

$ .79	groc
.39	groc
4.06	meat
3.41	meat
.43	groc
.72	dairy
.79	HBA
.19	groc
.44	groc
2.44	meat
.19	groc
.10	groc
.15	groc
.90	groc
.63	groc

$ ____________ TOTAL

EXERCISE #2

$ .33	groc
.14	groc
.07	groc
.05	groc
.31	groc
4.97	meat
.70	groc
10.11	meat
1.55	groc
.66	HBA
.77	groc
.55	dairy
.19	groc
6.66	meat
.88	groc

$ ____________ TOTAL

EXERCISE #3

$ .19	groc
.18	HBA
.17	groc
4.30	meat
.60	groc
1.00	groc
.71	groc
.14	groc
.26	groc
.39	dairy
.42	groc
.59	groc
.61	groc
.77	groc
.83	groc

$ ____________ TOTAL

EXERCISE #4

$12.87	meat
1.89	groc
1.49	dairy
2.49	HBA
.59	groc
1.22	groc
6.74	meat
2.98	frozen
2.66	prod
.49	groc
.25	groc
3.85	groc
2.47	groc
2.26	dairy
.32	groc

$ ____________ TOTAL

EXERCISE #5

$ .54	groc
.89	groc
1.22	groc
2.49	meat
1.78	dairy
.44	groc
.86	meat
4.92	HBA
.66	prod
1.32	prod
.45	groc
3.47	frozen
1.29	groc
3.51	groc
.39	dairy

$ ____________ TOTAL

EXERCISE #6

$ .19	groc
.35	groc
5.50	HBA
21.73	meat
1.74	groc
3.97	groc
.59	prod
.87	groc
1.28	prod
4.44	meat
.36	HBA
3.21	groc
11.79	meat
6.02	meat
1.12	groc

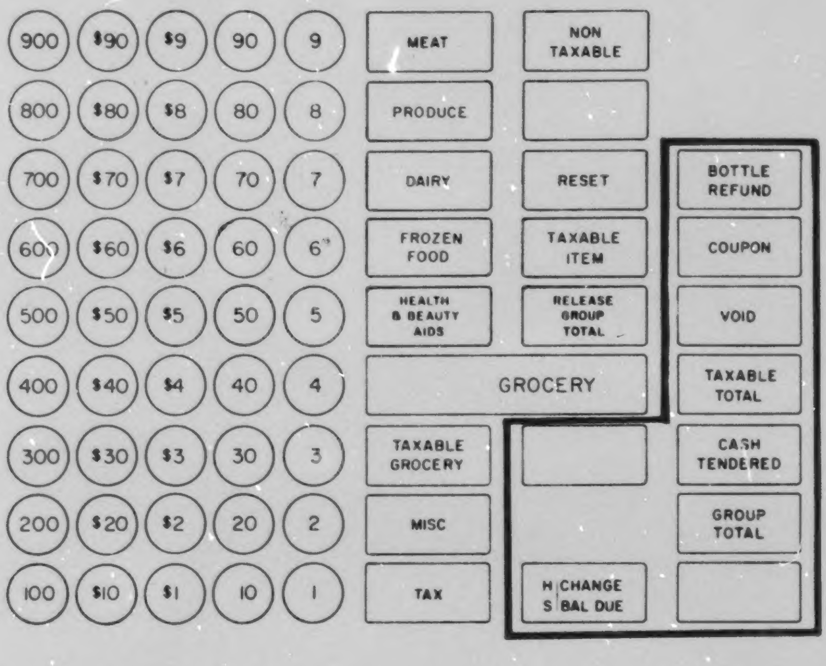
$ ____________ TOTAL

INFORMATION SHEET

LOCATION AND FUNCTION OF TRANSACTION KEYS

Having learned the amount and department keys, you are now ready to learn the transaction keys. As you study the location and correct fingering for these keys, find them on your register. (Figure 8)

FIGURE 8


900
$90
$9
90
9
800
$80
$8
80
8
700
$70
$7
70
7
600
$60
$6
60
6
500
$50
$5
50
5
400
$40
$4
40
4
300
$30
$3
30
3
200
$20
$2
20
2
100
$10
$1
10
1
MEAT
PRODUCE
DAIRY
FROZEN FOOD
HEALTH & BEAUTY AIDS
GROCERY
TAXABLE GROCERY
MISC
TAX
NON TAXABLE
RESET
TAXABLE ITEM
RELEASE GROUP TOTAL
HS CHANGE BAL DUE
BOTTLE REFUND
COUPON
VOID
TAXABLE TOTAL
CASH TENDERED
GROUP TOTAL

PART I--Keys operated by the home-key fingers

A. If the transaction key is located to the right of the amount keys and is aligned with or below the 4¢ key, it is operated by the thumb

B. If the transaction key is located to the left of the amount keys and is aligned with or below the 4¢ key, it is operated by the thumb

C. If the transaction key is located to the right of the amount keys and is aligned with or is above the 5¢ key, it is operated by the second finger

D. If the transaction key is located to the left of the amount keys and is aligned with or is above the 50¢ key, it is operated by the index finger

Information Sheet (p. 2)

PART II--Common transaction keys and their functions

A. RECEIVED ON ACCOUNT--Used when a customer remits a payment on his or her charge account

(NOTE: For proper registration, the Accounts Receivable form is placed on the printing table; the amount of the payment is depressed; the RECEIVED ON ACCOUNT key is depressed; the Accounts Receivable form is removed; the BAL DUE key is depressed.)

B. PAID OUT--Used when the cashier/checker is required to make a payment from the register

(NOTE: For proper registration, the amount to be paid out is depressed; the PAID OUT key is depressed; the BAL DUE key is depressed; the amount is written on the proper form by the cashier/checker and is placed in the register drawer.)

C. CHARGE--Used when the purchase is to be paid for at a later date

(NOTE: For proper registration, the Charge form is placed on the printing table; the amount of the charge is depressed; the form is removed from the printing table; the BAL DUE key is depressed to clear the register.)

D. REFUND--Used when an item of merchandise is returned by the customer

(NOTE: For proper registration, the Credit Summary form is placed on the printing table; the amount of the refund is depressed; the REFUND key is depressed; the proper department key is depressed; the Credit Summary form is removed from the printing table; the BAL DUE key is depressed to clear the register.)

E. COUPON--Used to record coupons given by the customer

(NOTE: For proper registration, depress the amount of the coupons; depress the COUPON key. This can be done any time during the registration of the customer's order, but it is usually done after the subtotal has been reached; this automatically subtracts the amount from the customer's order.)

F. BOTTLE REFUND--Used to record the amount of money given to the customer for returned bottles that are redeemable

(NOTE: For proper registration, depress the amount of the refund; depress the BOTTLE REFUND key. Just as with the COUPON key, this can be done any time during the registration of the customer's order, but it is usually done after the subtotal has been reached.)

Information Sheet (p. 3)

G. VOID--Used in correcting an error

(NOTE: For proper registration, the Credit Summary form is placed on the printing table; the VOID key is depressed; the amount of the error is depressed; the department key is depressed; the Credit Summary form is removed from the printing table; the order is continued.)

H. SUBTOTAL--Used to find a total before the final total is put on the register, usually to get the amount to be taxed and the amount owed by the customer

(NOTE: For proper registration, depress the subtotal key.)

I. CASH or CASH TENDERED--Used to record the amount remitted by the customer

(NOTE: For proper registration, the amount given the cashier/checker by the customer is depressed after the final subtotal has been reached; the CASH TENDERED key is depressed.)

J. CHANGE/BAL DUE--Used to complete the sale or to open the register drawer; used alone, it acts as a "no sale" key to open the drawer

(NOTE: For proper registration, after the CASH TENDERED key is depressed, the CHANGE/BAL DUE key is depressed.)

K. TAX--Used to charge the customer the proper amount of tax

(NOTE: For proper registration, after the SUBTOTAL key is depressed and the proper amount of tax has been computed, that amount and the TAX key are depressed; the SUBTOTAL key is depressed again.)

OPERATING THE CASH REGISTER

ASSIGNMENT SHEET #2--FUNCTION OF TRANSACTION KEYS

Since the cashier/checker must know how to use all of the keys on a cash register, you need to learn the function of the basic transaction keys.

Directions: Test your knowledge of the cash register transaction keys by completing the following matching exercise. Insert a number from column one in the blank before the correct definition in column two. Column II is continued on next page.

Column I

1. RECEIVED ON ACCOUNT
2. PAID OUT
3. CHARGE
4. REFUND
5. COUPON
6. BOTTLE REFUND
7. VOID
8. SUBTOTAL
9. CASH or CASH TENDERED
10. CHANGE/BAL DUE
11. TAX

Column II

_______ a. Used to record the amount remitted by the customer

_______ b. Used to charge the customer the proper amount of tax

_______ c. Used when a customer remits payment on his or her charge account

_______ d. Used to record the amount of money given to the customer for returned bottles that are redeemable

_______ e. Used when the purchase is to be paid for at a later date

_______ f. Used to complete the sale or to open the register drawer; used alone, it acts as a "no sale" key to open the drawer

_______ g. Used when the cashier/checker is required to make a payment from the the register

_______ h. Used in correcting an error

_______ i. Used to find a total before the final total is put on the register, usually to get the amount to be taxed and the amount owed by the customer

Assignment Sheet #2 (p. 2)

_______ j. Used when an item of merchandise is returned by the customer

_______ k. Used to record coupons given by the customer

INFORMATION SHEET

USING SPECIAL FORMS WITH TRANSACTION KEYS

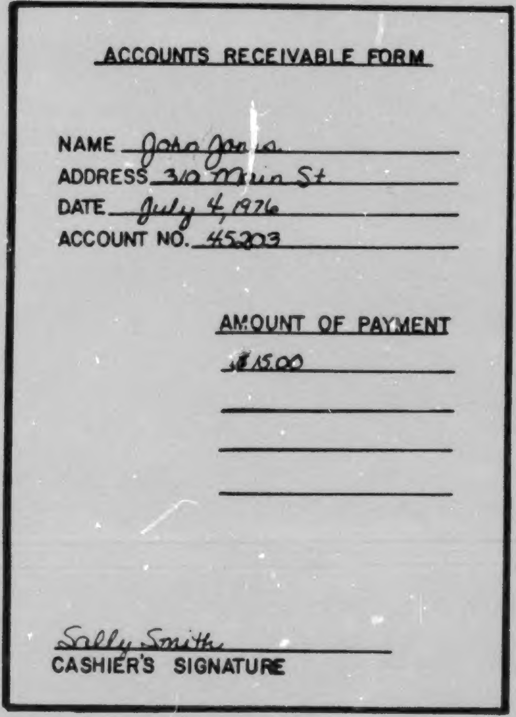
Having learned the location and function of the transaction keys (RECEIVED ON ACCOUNT, REFUND, VOID, CHARGE, and PAID OUT), you are ready to learn to use these keys and the special forms that are usually required with their use.

PART I--RECEIVED ON ACCOUNT key

(NOTE: This key is used when a customer remits a payment on his or her charge account.)

A. Place the Accounts Receivable form on the printing table, and align the form (Figure 9)

FIGURE 9



ACCOUNTS RECEIVABLE FORM

NAME John Jones

ADDRESS 310 Main St.

DATE July 4, 1976

ACCOUNT NO. 45203

AMOUNT OF PAYMENT

$15.00

Sally Smith

CASHIER'S SIGNATURE

B. Depress the amount of payment

C. Depress the RECEIVED ON ACCOUNT key

D. Remove the Accounts Receivable form

E. Depress the BAL DUE key to clear the register

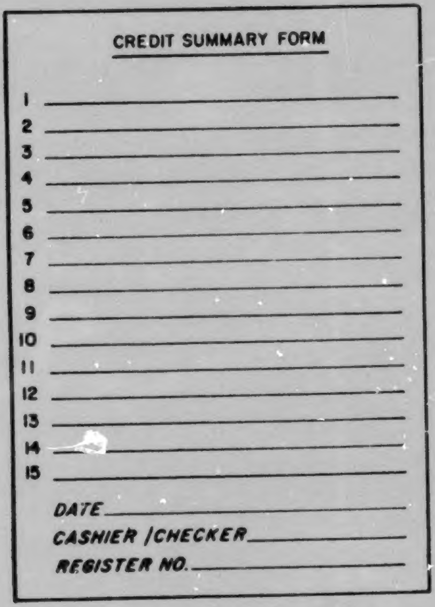
Information Sheet (p. 2)

PART II--REFUND key

(NOTE: This key is used when an item of merchandise is returned by the customer.)

A. Place the Credit Summary form (Figure 10) on the printing table (Figure 11), and align it properly

FIGURE 10

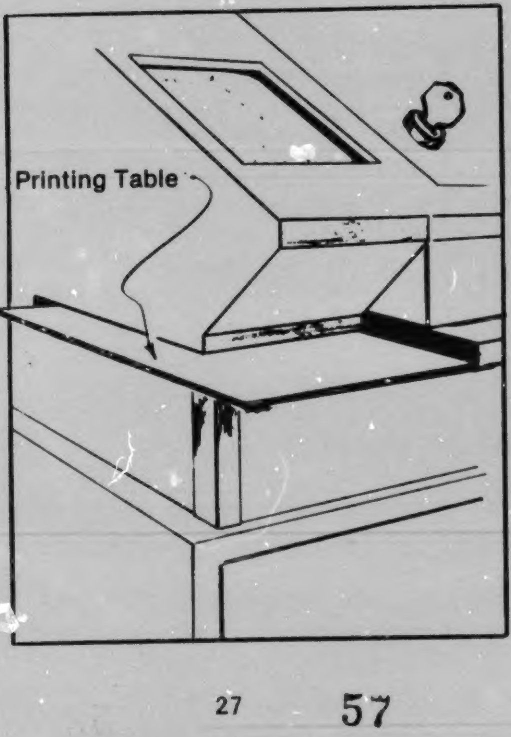


CREDIT SUMMARY FORM

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________
6 ____________
7 ____________
8 ____________
9 ____________
10 ____________
11 ____________
12 ____________
13 ____________
14 ____________
15 ____________

DATE ____________
CASHIER /CHECKER ____________
REGISTER NO. ____________

FIGURE 11



Information Sheet (p. 3)

B. Depress the amount of the refund

C. Depress the REFUND key

D. Depress the proper department key

E. Remove the Credit Summary form from the printing table

F. Depress the BAL DUE key to clear the register

PART III--VOID key

(NOTE: This key is used in correcting an error.)

A. Place the Credit Summary form on the printing table, and align it properly

B. Depress the VOID key

C. Depress the amount of the error

D. Depress the proper department key

E. Remove the Credit Summary form

F. Continue with the order

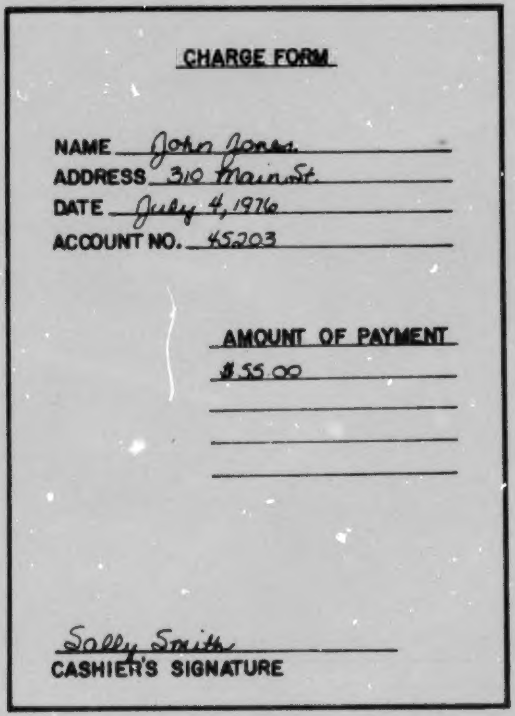
Information Sheet (p. 4)

PART IV--CHARGE key

(NOTE: This key is used when the purchase is to be paid for at a later date.)

A. Place the Charge form (Figure 12) on the printing table

FIGURE 12



CHARGE FORM

NAME John Jones
ADDRESS 310 Main St.
DATE July 4, 1976
ACCOUNT NO. 45203

AMOUNT OF PAYMENT
$55.00

Sally Smith
CASHIER'S SIGNATURE

B. Depress the amount of the charge

C. Remove the form from the printing table

D. Depress the BAL DUE key to clear the machine

PART V--PAID OUT key

(NOTE: This key is used when the cashier/checker is required to make a payment from the register.)

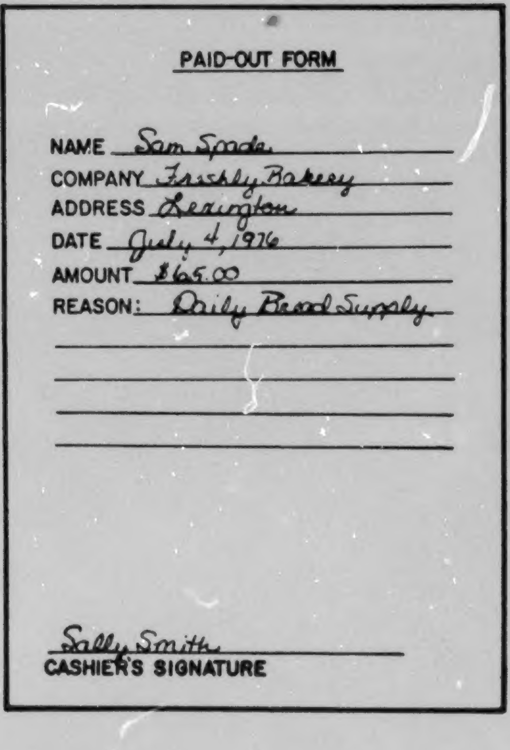
A. Depress the amount to be paid out

B. Depress the PAID OUT key

C. Depress the BAL DUE key

D. Write the amount on the Paid-Out form (Figure 13)

FIGURE 13



PAID-OUT FORM

NAME Sam Spade
COMPANY Freshly Bakery
ADDRESS Lexington
DATE July 4, 1976
AMOUNT $65.00
REASON: Daily Bread Supply

Sally Smith
CASHIER'S SIGNATURE

E. Place the form in the register drawer

GO ON TO JOB SHEET #7....

OPERATING THE CASH REGISTER

JOB SHEET #7--USING TRANSACTION KEYS AND FORMS

Ring up the following practice exercises, using appropriate forms and transaction keys.

(NOTE: Copies of special forms used with transaction keys are located on pages 32 and 33. Cut out the forms you will need [Figures 14-21] and complete the exercises provided.)

A. A customer has a refund of 85¢ approved by the store manager. She has returned over-ripe tomatoes and does not wish replacements.

B. A customer wishes to pay $35.00 on her charge account.

C. You are authorized to pay the bread delivery person $95.00 for an in-coming shipment of bread and baking products.

D. A customer has charged an order of merchandise that totals $86.75.

E. Ring up the following order, taking care to use the correct transaction keys. Write in the correct subtotal and change-due amounts.

$ .89	meat
.15	groc
1.95	groc
.85	groc
5.45	meat
.75	prod
1.98	prod
.80	bottle refund
6.79	meat
1.50	redeemable coupons

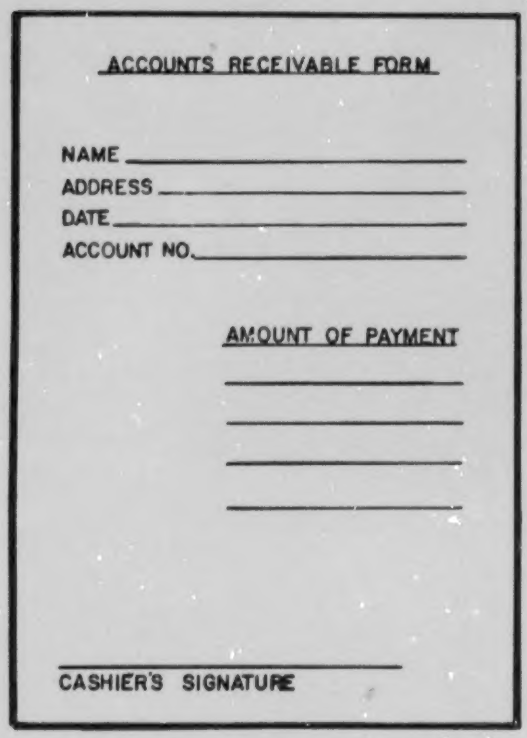
$______________Subtotal

______________Tax

$20.00 Cash Tendered

$______________Change

FIGURE 14



ACCOUNTS RECEIVABLE FORM

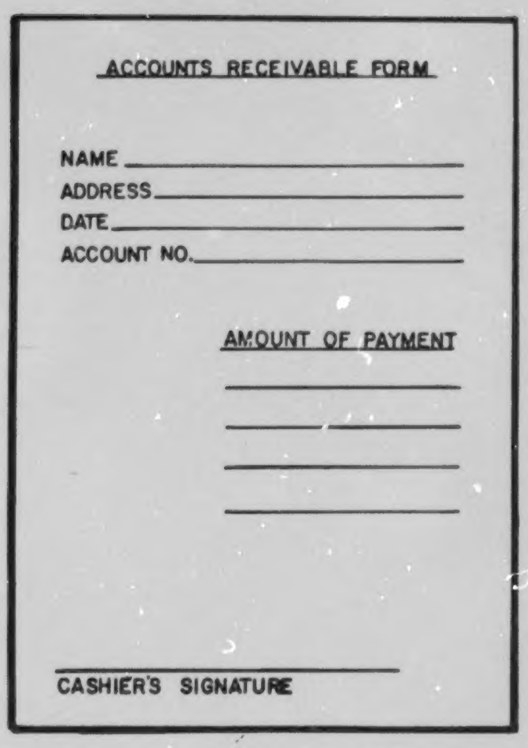
NAME ____________________
ADDRESS ____________________
DATE ____________________
ACCOUNT NO. ____________________

AMOUNT OF PAYMENT

____
____
____
____

____
CASHIER'S SIGNATURE

FIGURE 15



ACCOUNTS RECEIVABLE FORM

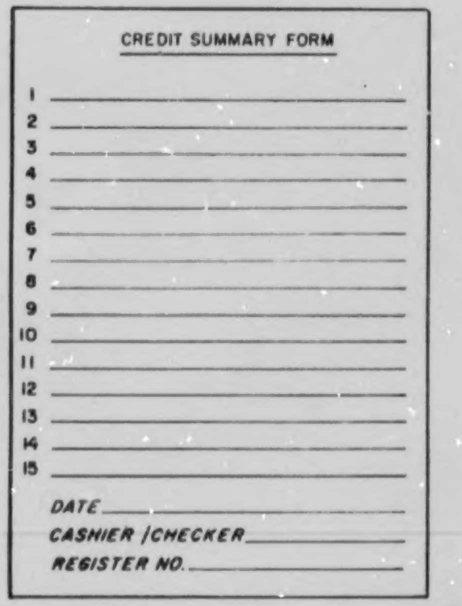
NAME ____________________
ADDRESS ____________________
DATE ____________________
ACCOUNT NO. ____________________

AMOUNT OF PAYMENT

____
____
____
____

____
CASHIER'S SIGNATURE

FIGURE 16

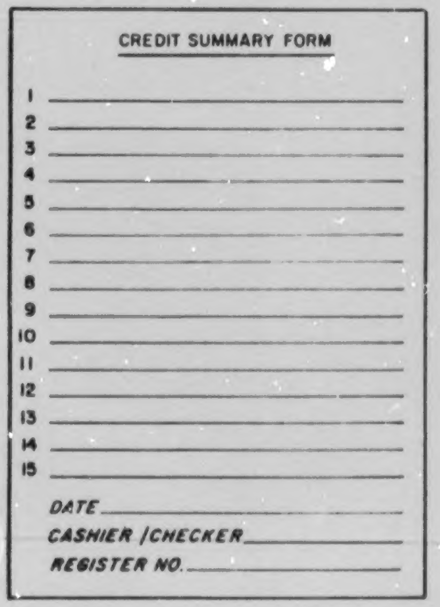


CREDIT SUMMARY FORM

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
13 ____________________
14 ____________________
15 ____________________

DATE ____________________
CASHIER /CHECKER ____________
REGISTER NO. ______________

FIGURE 17

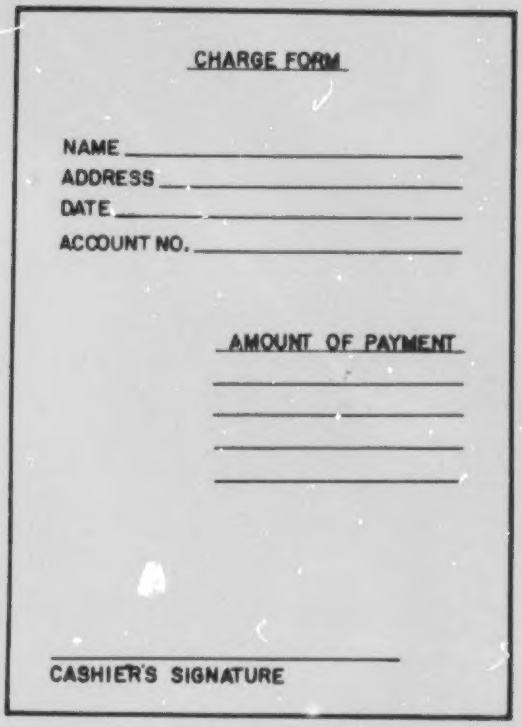


CREDIT SUMMARY FORM

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
13 ____________________
14 ____________________
15 ____________________

DATE ____________________
CASHIER /CHECKER ____________
REGISTER NO. ______________

FIGURE 18



CHARGE FORM

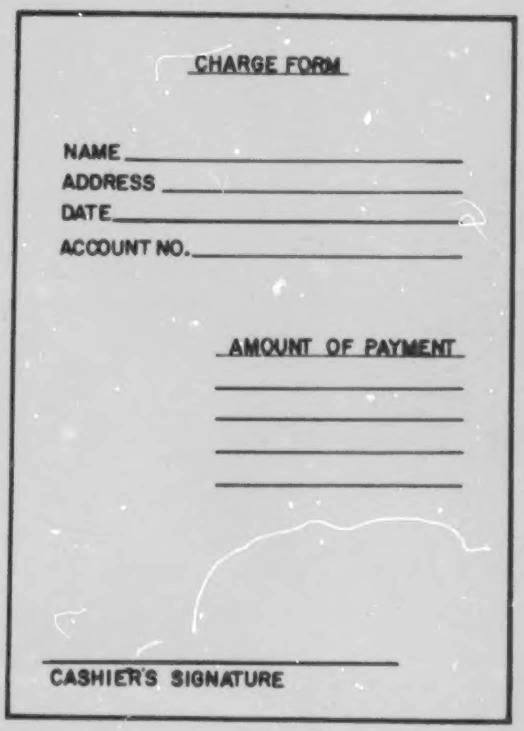
NAME ______________________
ADDRESS ______________________
DATE ______________________
ACCOUNT NO. ______________________

AMOUNT OF PAYMENT

____
____
____
____

____
CASHIER'S SIGNATURE

FIGURE 19



CHARGE FORM

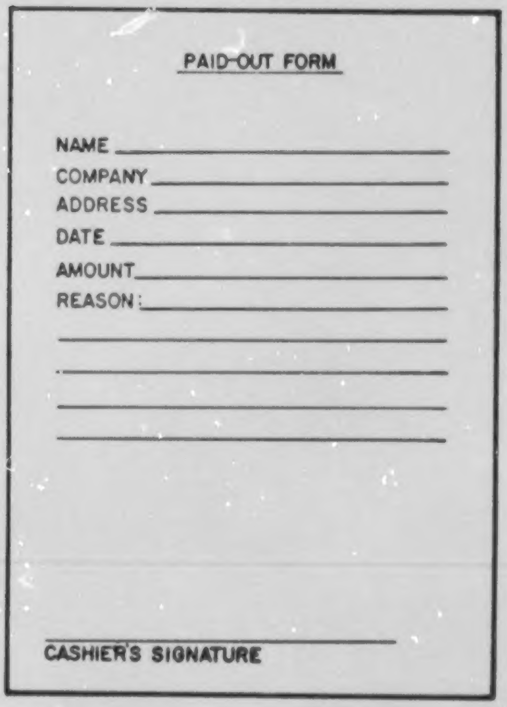
NAME ______________________
ADDRESS ______________________
DATE ______________________
ACCOUNT NO. ______________________

AMOUNT OF PAYMENT

____
____
____
____

____
CASHIER'S SIGNATURE

FIGURE 20

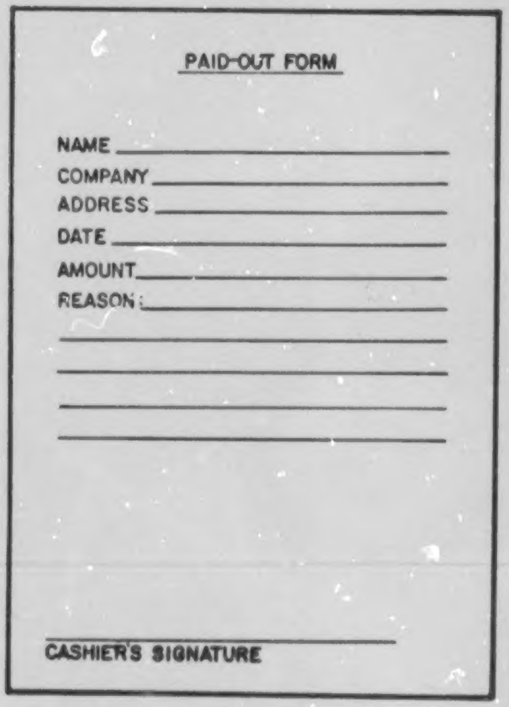


PAID-OUT FORM

NAME ______________________
COMPANY ______________________
ADDRESS ______________________
DATE ______________________
AMOUNT ______________________
REASON: ______________________
____
____
____
____

____
CASHIER'S SIGNATURE

FIGURE 21



PAID-OUT FORM

NAME ______________________
COMPANY ______________________
ADDRESS ______________________
DATE ______________________
AMOUNT ______________________
REASON: ______________________
____
____
____
____

____
CASHIER'S SIGNATURE

OPERATING THE CASH REGISTER

JOB SHEET #8--DETERMINE CHANGE DUE ON CHANGE-CALCULATING REGISTERS

On the change-calculating register, the function of determining the amount of change due the customer is done on the register. The cashier/checker must know the proper steps to take in accomplishing this by properly using the CASH TENDERED key.

The proper steps to determine change due on change-calculating registers

A. Register the amount and department of each item purchased

B. Depress the TAXABLE TOTAL key (or SUBTOTAL key)

C. Depress the proper amount key and TAX key

D. Depress the SUBTOTAL key again

E. Depress the amount of money given by the customer

F. Depress the CASH TENDERED key

G. Depress the CHANGE/BAL DUE key

Study these steps, and then do the practice exercises on the following page until you are familiar with calculating change. Write in the correct subtotal and change-due amounts.

Information Sheet #8 (p. 2)

EXERCISE #1

$ .15	groc
.22	groc
.19	groc
2.25	meat
1.25	dairy
4.19	meat
3.22	meat
1.19	prod
.89	prod
1.45	meat
.33	groc
.19	groc
.18	groc
.17	groc
1.38	prod
1.19	prod
.38	groc

$__________Subtotal

__________Tax

$20.00 Cash Tendered

$__________Change

EXERCISE #2

$ .22	groc
.19	groc
.17	groc
.16	groc
.33	groc
.22	groc
.19	groc
1.22	meat
2.44	meat
.19	groc
.44	groc
.18	groc
.55	prod
.66	dairy
.88	dairy
1.19	dairy
1.55	prod

$__________Subtotal

__________Tax

$ 15.00 Cash Tendered

$__________Change

Information Sheet #8 (p. 3)

EXERCISE #3

$ .20	groc
.19	groc
.33	groc
1.44	prod
2.99	meat
3.44	meat
.44	groc
.55	groc
1.18	dairy
2.88	meat
.66	groc
.77	groc
.18	groc
.16	groc
.28	groc
1.55	meat
1.19	prod
3.33	groc

$__________ Subtotal

__________ Tax

$25.00 Cash Tendered

$__________ Change

EXERCISE #4

$ .99	groc
.88	groc
.33	groc
.77	groc
.66	groc
.55	groc
.33	prod
.22	prod
.45	groc
.11	groc
.08	groc
1.44	prod
2.88	meat
3.19	meat
10.11	meat
2.18	meat
1.40	dairy
12.44	meat

$__________ Subtotal

__________ Tax

$ 40.00 Cash Tendered

$__________ Change

OPERATING THE CASH REGISTER

JOB SHEET #9--CHANGING THE CASH REGISTER RECEIPT TAPE

When a colored streak begins to appear on the customer receipt tape, the register tape is just about to the end of the roll. It should be replaced as soon as the order being rung is finished. Since the cashier/checker usually changes this tape, you need to learn this procedure.

The method of replacing the tape may differ from one machine to another. Obtain the instructions for your machine from your instructor. These instructions are probably in the operator's manual for the machine. Many machines have a diagram on the inside of the panel door; this diagram shows how to replace the register tape.

Once you have the instructions, practice inserting the tape until you can do it correctly and rapidly. Also, practice changing the date and operating the inking lever.

Have your instructor check your work before going on to the next module.

OPERATING THE CASH REGISTER

JOB SHEET #10--SKILL PRACTICE EXERCISES

Now that you have a good understanding of the use of various keys on the cash register, it is time to work on developing speed and accuracy on your register. In order to develop skill in using the cash register, ring up the following practice exercises. Write the total for each exercise on the lines provided.

(NOTE: You may find it easier to register all problems on each page, then write answers on the lines provided.)

EXERCISE #1	EXERCISE #2	EXERCISE #3	EXERCISE #4	EXERCISE #5
$56.64 groc	$ 4.50 groc	$40.56 groc	$ 5.56 groc	$45.55 groc
64.45 groc	4.45 groc	50.64 groc	50.56 groc	56.66 groc
45.56 groc	6.50 groc	60.45 groc	4.55 groc	64.55 groc
50.56 groc	56.06 groc	4.56 groc	4.05 groc	60.55 groc
60.44 groc	44.06 groc	4.05 groc	.06 groc	4.05 groc
40.55 groc	4.44 groc	.06 groc	60.06 groc	6.06 groc
55.06 groc	4.04 groc	.56 groc	40.04 groc	.45 groc
60.56 groc	5.06 groc	56.44 groc	5.05 groc	.56 groc
40.56 groc	.45 groc	6.55 groc	55.66 groc	.06 groc
55.66 groc	.55 groc	5.46 groc	44.55 groc	4.50 groc
$______ TOTAL	$______ TOTAL	$______ TOTAL	$______ TOTAL	$______ TOTAL

EXERCISE #6	EXERCISE #7	EXERCISE #8	EXERCISE #9	EXERCISE #10
$45.56 groc	$ 50.06 groc	$ .65 groc	$ 56.06 groc	$ 4.56 groc
46.64 groc	6.64 groc	6.44 groc	6.05 groc	44.56 groc
56.64 groc	40.04 groc	4.65 groc	4.54 groc	4.56 groc
56.65 groc	4.50 groc	44.55 groc	56.04 groc	55.66 groc
5.56 groc	60.05 groc	60.56 groc	65.55 groc	5.64 groc
6.64 groc	5.06 groc	50.64 groc	5.06 groc	6.44 groc
4.40 groc	.05 groc	6.54 groc	56.64 groc	40.45 groc
5.50 groc	.40 groc	.65 groc	45.56 groc	5.64 groc
6.60 groc	4.44 groc	6.56 groc	64.45 groc	50.64 groc
4.46 groc	.55 groc	4.46 groc	5.56 groc	6.45 groc
$______ TOTAL	$______ TOTAL	$______ TOTAL	$______ TOTAL	$______ TOTAL

Job Sheet #10 (p. 2)

EXERCISE #11	EXERCISE #12	EXERCISE #13	EXERCISE #14	EXERCISE #15
$ 4.11 groc	$ 4.14 groc	$ 4.25 groc	$ 2.05 groc	$ 1.04 groc
44.11 groc	41.14 groc	20.25 groc	3.06 groc	2.06 groc
5.22 groc	5.25 groc	5.34 groc	12.06 groc	6.12 groc
55.22 groc	52.25 groc	6.34 groc	21.05 groc	15.12 groc
6.33 groc	6.36 groc	1.25 groc	1.14 groc	26.63 groc
66.33 groc	63.36 groc	11.25 groc	2.25 groc	3.66 groc
4.01 groc	4.15 groc	2.36 groc	3.36 groc	6.63 groc
5.02 groc	5.26 groc	22.36 groc	33.36 groc	2.55 groc
6.03 groc	6.34 groc	2.06 groc	30.36 groc	2.56 groc
4.11 groc	.23 groc	1.04 groc	2.03 groc	.43 groc
$_______TOTAL	$_______TOTAL	$_______TOTAL	$_______TOTAL	$_______TOTAL

EXERCISE #16	EXERCISE #17	EXERCISE #18	EXERCISE #19	EXERCISE #20
$ 1.40 groc	$40.11 groc	$ 1.45 groc	$ .01 groc	$43.25 groc
2.50 groc	5.22 groc	2.56 groc	.04 groc	43.26 groc
3.60 groc	60.36 groc	10.45 groc	.55 groc	42.35 groc
11.44 groc	1.60 groc	30.64 groc	1.00 groc	3.45 groc
22.55 groc	2.40 groc	20.56 groc	.23 groc	40.35 groc
33.66 groc	3.65 groc	2.34 groc	3.60 groc	.23 groc
11.55 groc	11.50 groc	3.46 groc	3.40 groc	1.23 groc
22.66 groc	12.33 groc	1.23 groc	2.50 groc	51.14 groc
33.44 groc	20.23 groc	2.36 groc	1.65 groc	62.25 groc
1.40 groc	1.23 groc	20.36 groc	2.60 groc	36.65 groc
$_______TOTAL	$_______TOTAL	$_______TOTAL	$_______TOTAL	$_______TOTAL

Job Sheet #10 (p. 3)

EXERCISE #21		EXERCISE #22		EXERCISE #23		EXERCISE #24		EXERCISE #25	
$ 4.77	groc	$ 7.47	dairy	$ 4.78	groc	$99.66	deli	$ 4.75	prod
5.88	HBA	8.58	groc	4.89	groc	88.55	meat	5.86	groc
6.99	dairy	9.69	groc	5.89	groc	77.44	groc	6.94	groc
4.77	meat	77.45	meat	5.97	prod	79.96	prod	40.75	prod
5.88	groc	88.56	groc	4.87	groc	85.58	groc	50.86	prod
6.99	groc	99.64	meat	5.87	meat	74.47	meat	60.94	groc
40.77	groc	9.06	HBA	6.77	groc	4.07	groc	.76	groc
50.88	meat	7.04	dairy	5.99	prod	5.08	groc	.86	groc
60.99	deli	8.05	groc	4.99	groc	6.09	groc	4.98	groc
8.05	groc	4.78	groc	5.78	dairy	4.70	groc	4.97	groc
$_______	TOTAL	$_______	TOTAL	$_______	TOTAL	$_______	TOTAL	$_______	TOTAL

EXERCISE #26		EXERCISE #27		EXERCISE #28		EXERCISE #29		EXERCISE #30	
$44.78	prod	$77.74	groc	$49.96	groc	$ .04	groc	$ 8.94	groc
55.88	groc	88.85	prod	4.09	froz	7.04	prod	45.88	prod
66.99	groc	78.85	groc	57.74	groc	.05	prod	94.57	froz
44.89	meat	99.96	meat	5.07	groc	8.05	groc	.96	groc
55.89	meat	89.95	groc	68.85	meat	.06	groc	9.85	groc
6.98	dairy	9.65	groc	8.05	groc	9.06	groc	88.74	groc
4.98	groc	9.06	prod	69.04	froz	74.00	dairy	8.04	froz
4.87	groc	.79	HBA	47.07	groc	85.00	groc	77.55	groc
.86	groc	4.09	groc	80.05	groc	96.00	froz	88.86	groc
$60.99	HBA	90.04	groc	5.79	HBA	6.78	groc	99.44	groc
$_______	TOTAL	$_______	TOTAL	$_______	TOTAL	$_______	TOTAL	$_______	TOTAL

CASHIER/CHECKER

CC-B3

OPERATING THE ELECTRONIC CASH REGISTER

INTRODUCTION

Basically, two kinds of cash registers are being used in today's stores: the electric and the electronic. The electronic machine was described in "Operating the Cash Register." In this module, you will learn how to operate the electronic cash register. Before you begin, be sure you have completed "Operating the Cash Register."

DIRECTIONS

Read the objectives below. If you feel you are already able to perform these tasks, arrange with your instructor to complete the assignment sheets and job sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module, and go through them in the order in which they are listed.

OBJECTIVES

(1) Provided an electronic cash register and several orders, correctly register each order and obtain correct totals.

(2) Provided an electronic cash register and a new roll of tape, thread the tape into the register so that the tape will print and feed properly.

LEARNING ACTIVITIES

---

1. Read Information Sheet, The Keys of a Typical Electronic Cash Register. (Page 3)
2. Check your knowledge by completing Assignment Sheet #1, The Keys of an Electronic Cash Register. (Page 6)
3. Read Information Sheet, The Home Keys of an Electronic Cash Register. (Page 7)
4. Complete Job Sheet #1, Home-Key Practice Exercises. (Page 9)
5. Complete Job Sheet #2, Learning the Thumb Group of Keys. (Page 10)
6. Complete Job Sheet #3, Learning the Second-Finger Group of Keys. (Page 11)
7. Complete Job Sheet #4, Learning the Index-Finger Group of Keys. (Page 12)
8. Complete Job Sheet #5, Learning the Third-Finger Group of Keys. (Page 13)
9. Complete Job Sheet #6, Using the Touch System on an Electronic Cash Register. (Page 14)
10. Read Information Sheet, Locations of the Department Keys. (Page 16)
11. Complete Job Sheet #7, Department Keys Practice Exercise. (Page 19)
12. Read Information Sheet, Operation of Transaction Keys. (Page 21)
13. Complete Job Sheet #8, Transaction Keys Practice Exercises. (Page 22)
14. Complete Job Sheet #9, Operation of Change-Calculating Feature of Electronic Cash Registers. (Page 28)
15. Read Information Sheet, Changing the Cash Register Receipt Tape. (Page 31)
16. Complete Job Sheet #10, Changing Cash Register Receipt Tape. (Page 32).
17. Complete Assignment Sheet #2, Explaining the Use of Your Register. (Page 33)
18. Complete Job Sheet #11, Develop Speed Using the Touch Method. (Page 35)
19. Turn in completed LAP to your instructor.

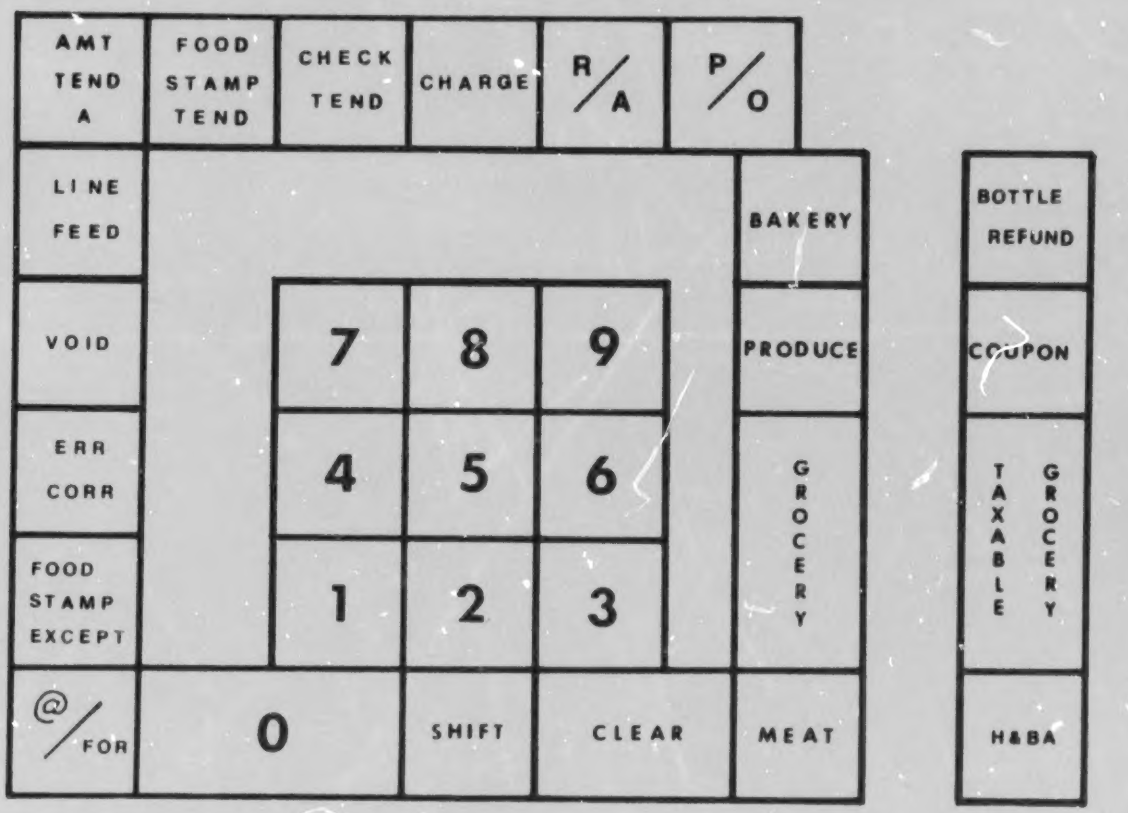
INFORMATION SHEET

THE KEYS OF A TYPICAL ELECTRONIC CASH REGISTER

The keyboard of electronic cash registers will be different, depending upon the brand and its design; however, many keys will be basic to all machines and will perform the same specific operations. You will want to familiarize yourself with the keys of the cash register in your classroom.

PART I--The keys on an electronic cash register (Figure 1)

FIGURE 1


AMT TEND A
FOOD STAMP TEND
CHECK TEND
CHARGE
R/A
P/O
LINE FEED
VOID
ERR CORR
FOOD STAMP EXCEPT
@/FOR
7
8
9
4
5
6
1
2
3
0
SHIFT
CLEAR
BAKERY
PRODUCE
GROCERY
MEAT
BOTTLE REFUND
COUPON
TAXABLE GROCERY
H&BA

Information Sheet (p. 2)

A. Amount keys--The numbered keys that are depressed to record the cost of merchandise

B. Department keys--The keys that are depressed to record the sale of an item or items into a specific department

C. Transaction keys--The keys that are depressed to perform specific functions

PART II--Department keys of the electronic cash register

(NOTE: Examine the cash register in your classroom to familiarize yourself with the department keys on it.)

A. BAKERY (or delicatessen)

B. PRODUCE

C. GROCERY

D. MEAT

E. Health and beauty aids (H & BA)

F. NONFOOD

G. BEER AND TOBACCO

PART III--Transaction keys of the electronic cash register

A. BOTTLE REFUND key--A key that is depressed to credit customer with money for returned bottles

B. Paid-out key (P/O)--A key that is depressed to record monies (transactions) that are paid to vendors

C. CHARGE key--A key that is depressed to record the amount of a customer's charged merchandise

D. Error correction key (ERR CORR)--A key that is depressed to correct entry errors, if the error is detected before another entry is made

E. VOID key--A key that is depressed to correct an incorrect amount and department entry

F. Food stamp exception key (FOOD STAMP EXCEPT)--A key that is depressed to separate ineligible federal food stamp items from eligible federal food stamp items in a customer's order

G. CLEAR key--A key that is depressed to remove an incorrect entry before it is endorsed into a department

Information Sheet (p. 3)

H. Split-pricing calculation key--A key that is depressed to perform multiplication and split-pricing calculations

I. COUPON key--A key that is depressed to record the amount of a consumer coupon given to a cashier/checker by a customer

J. Amount tendered key (AMT TEND A)--A key that is depressed to record the amount of money given the cashier/checker by the customer

K. Checks tendered key (CHECK TEND)--A key that is depressed to record the amount of a check given to the cashier/checker

L. Food stamp tendered key (FOOD STAMP TEND)--A key that is depressed to record the amount of federal food stamps given to a cashier/checker

M. Received on account key (R/A)--A key that is depressed to record the amount of money paid by customer on his or her account

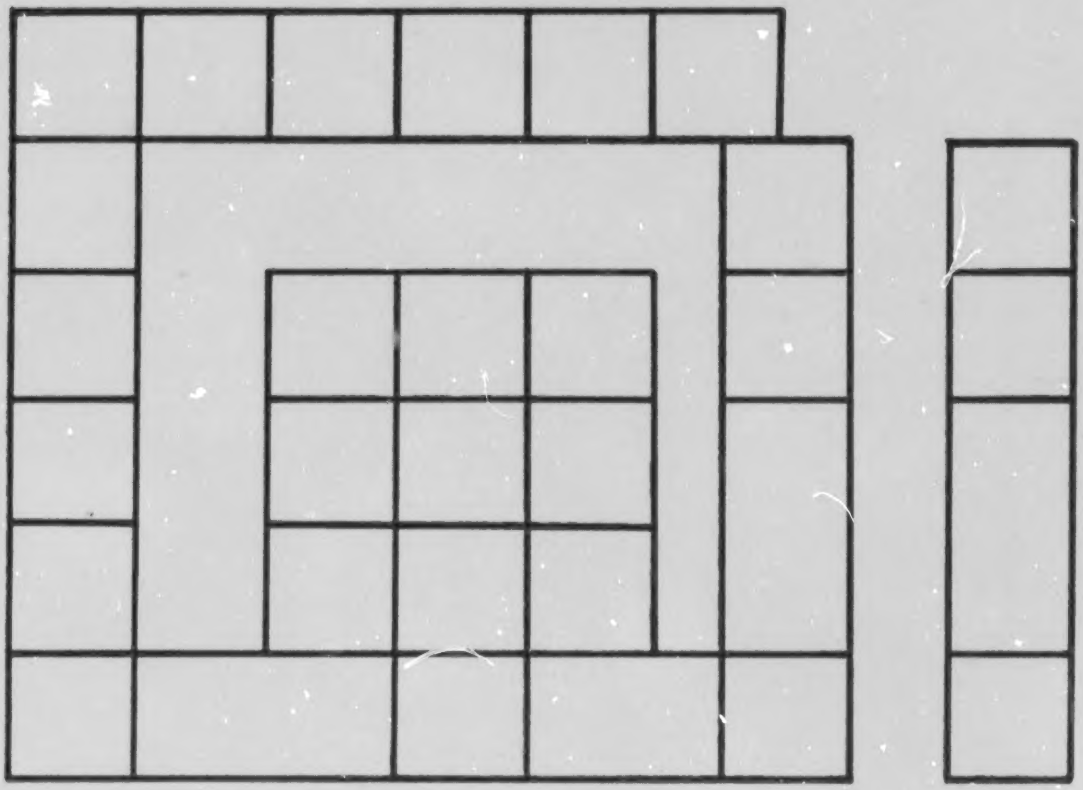
N. Subtotal key--A key that is depressed to get a subtotal reading of an order of merchandise

OPERATING THE ELECTRONIC CASH REGISTER

ASSIGNMENT SHEET #1--THE KEYS OF AN ELECTRONIC CASH REGISTER

Directions: The following diagram (Figure 2) illustrates the keyboard of an electronic cash register. Label the keys of this illustration with the titles that are on the electronic cash register in your classroom, or should this illustration not be compatible with the one in your classroom, draw a diagram suited to your machine, and then label the keys. Check your diagram with the keyboard in your classroom.

FIGURE 2



INFORMATION SHEET

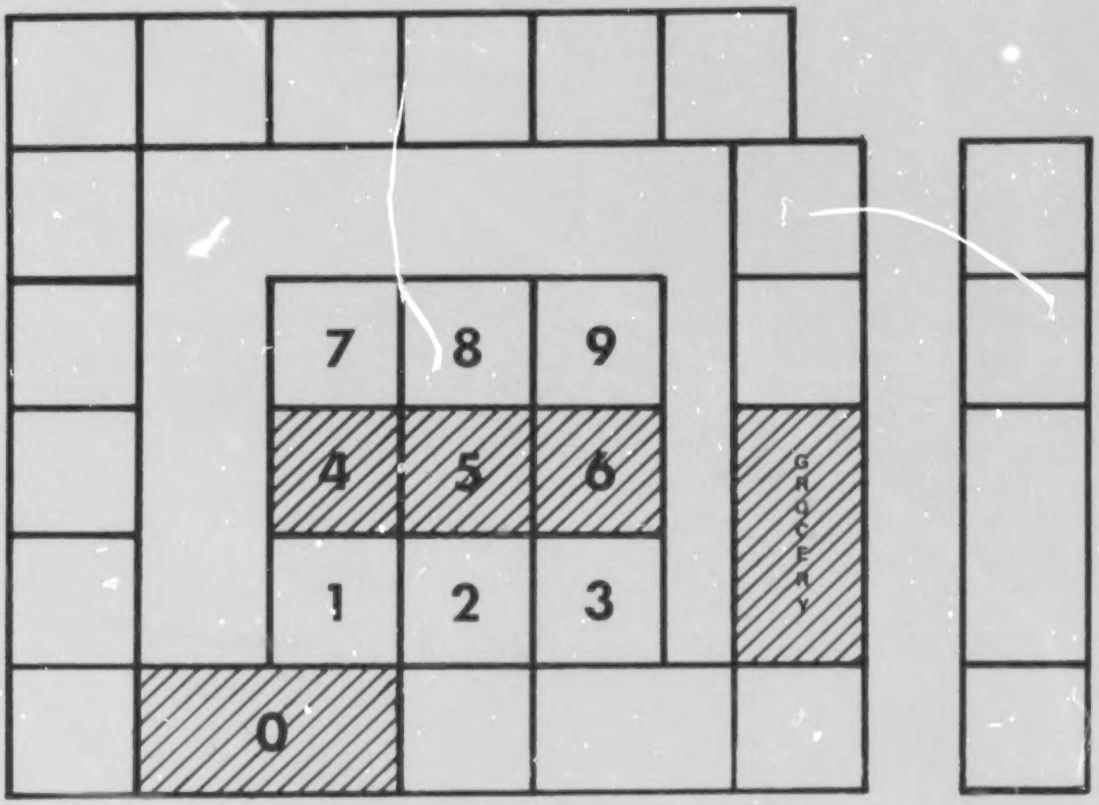
THE HOME KEYS OF AN ELECTRONIC CASH REGISTER

As a cashier/checker, you will be ringing up many orders of merchandise during a business day. To prevent check-out tie-ups and to serve the customer rapidly, you will have to be able to ring up orders quickly. If you learn a system that will help you ring up orders without having to look at the cash register keyboard, you will be able to perform this task effectively and efficiently and with a minimum of errors. Learning the touch system will help you reach that goal.

To learn how to use the touch system, you must learn what fingers operate the keys of the cash register. You must also learn the home keys, those from which the other keys are depressed.

The home keys of an electronic cash register and the finger placed on each key (Figure 3)

FIGURE 3 Home Keys of an Electronic Cash Register



A. 0 key--Place thumb on this key (Figure 4)

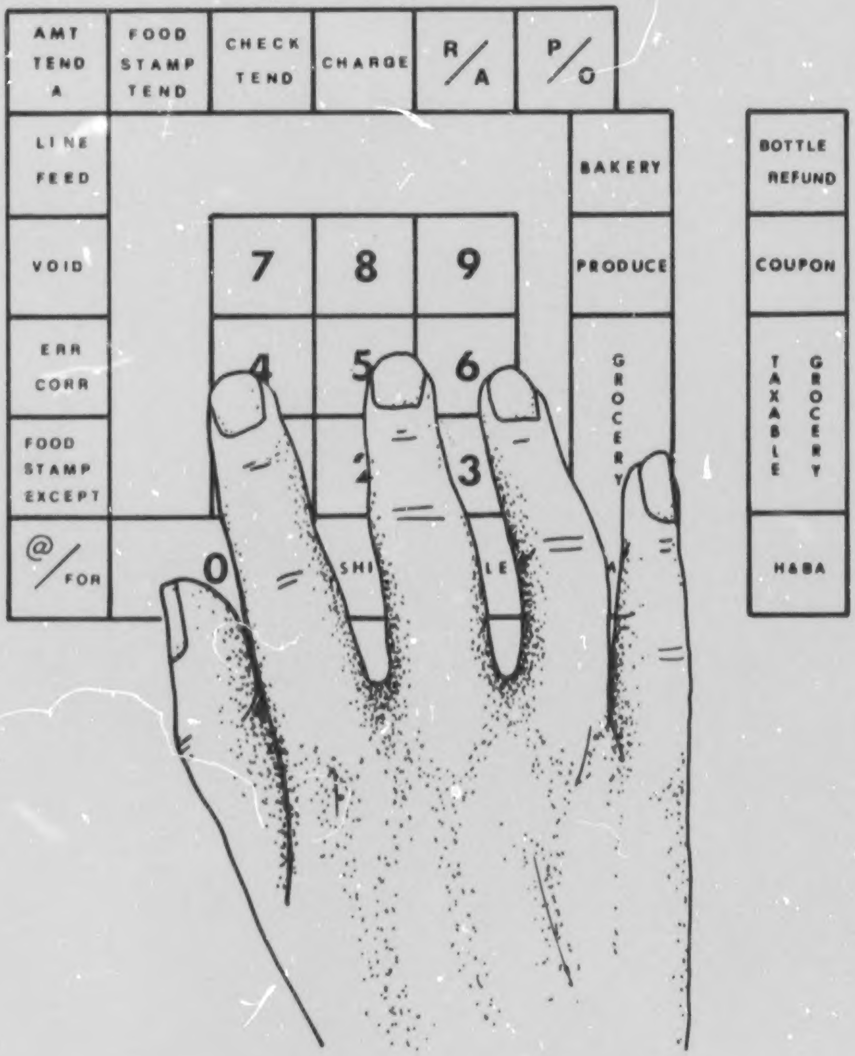
B. 4 key--Place index finger on this key (Figure 4)

C. 5 key--Place middle finger on this key (Figure 4)

D. 6 key--Place ring finger on this key (Figure 4)

E. GROCERY key--Place little finger on this key (Figure 4)

FIGURE 4 Hand Position for Home Keys


AMT TEND A
FOOD STAMP TEND
CHECK TEND
CHARGE
R/A
P/O
LINE FEED
VOID
ERR CORR
FOOD STAMP EXCEPT
@/FOR
7
8
9
4
5
6
2
3
0
BAKERY
PRODUCE
GROCERY
BOTTLE REFUND
COUPON
TAXABLE GROCERY
H&BA

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #1--HOME-KEY PRACTICE EXERCISES

Using the electronic cash register in your classroom, practice the following exercises.

As you practice, follow these easy steps

1. Keep fingers on home keys
2. Keep thumb over the 0
3. Keep index finger over 4
4. Keep middle finger over 5
5. Keep ring finger over 6
6. Make an effort not to look at keyboard

Enter the following amounts, and depress the GROCERY key after entering each amount.

EXERCISE #1	EXERCISE #2	EXERCISE #3	EXERCISE #4	EXERCISE #5
45	56	40	400	466
65	04	05	650	555
40	55	66	666	600
54	44	60	465	455
46	06	54	546	656
60	64	456	654	

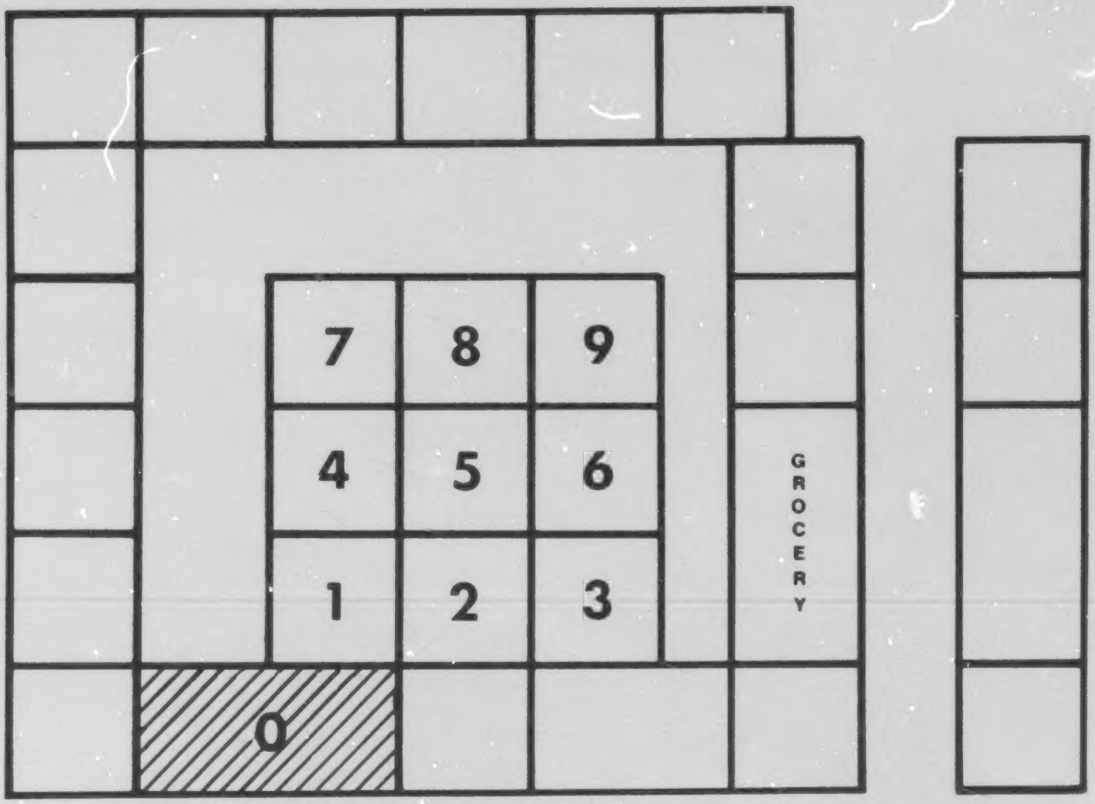
Practice these entries until you feel that you can depress each home key without looking at the keyboard.

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #2--LEARNING THE THUMB GROUP OF KEYS

Your thumb is used to enter one number : the 0. (Figure 5)

FIGURE 5



You must enter all zeros on the electronic cash register. For example, if an item of merchandise costs $ .04 or $ .40, you must enter each zero by depressing the 0 key. The electronic cash register will not automatically register zeros.

Using the electronic cash register in the classroom, place your fingers on the home keys, and enter the following amounts; depress the GROCERY key following each entry.

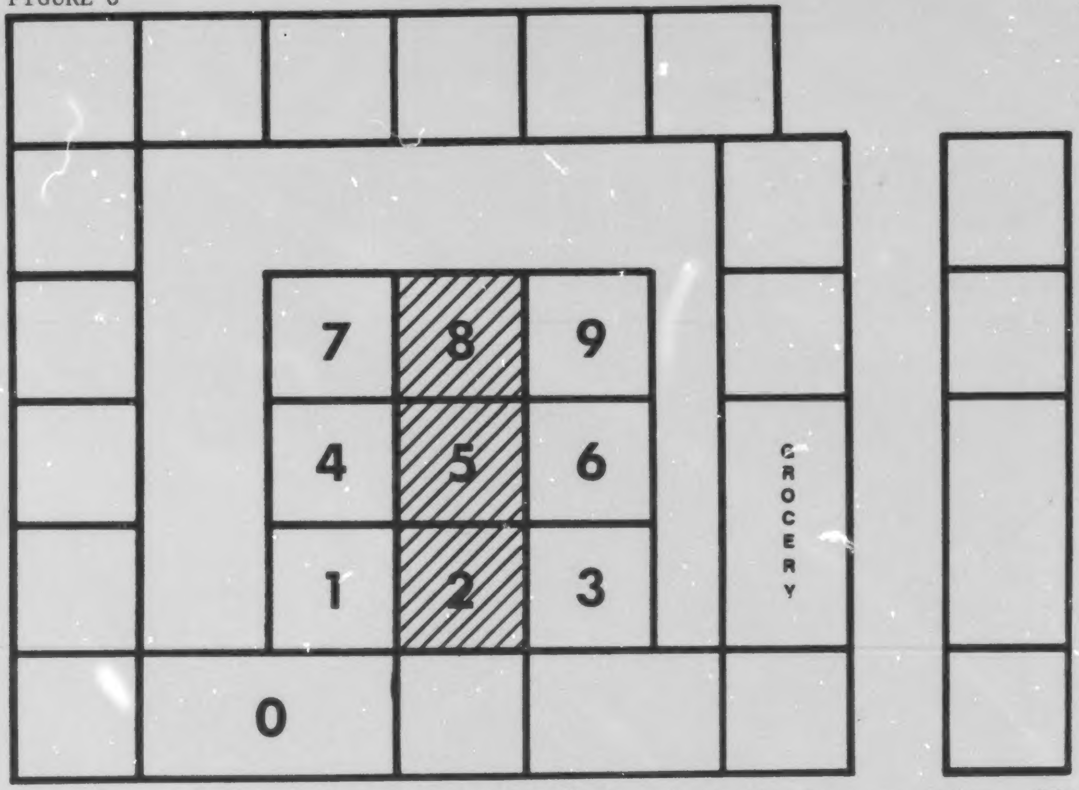
EXERCISE #1	EXERCISE #2	EXERCISE #3	EXERCISE #4	EXERCISE #5
$ .40	400	40	40	60
.50	60	50	500	40
.60	50	60	50	600

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #3--LEARNING THE SECOND-FINGER GROUP OF KEYS

Your middle finger is used to depress three keys: 2, 5, 8. (Figure 6)

FIGURE 6



Place your hand on the cash register keyboard in the home position. Without looking at the keyboard, depress the 5 and 8 key with your middle finger.

Press the GROCERY key to enter the amount.

You should now see 58¢ grocery on the receipt tape. Always check the receipt tape if you have a question concerning an entry.

Enter the following numbers on the electronic cash register.

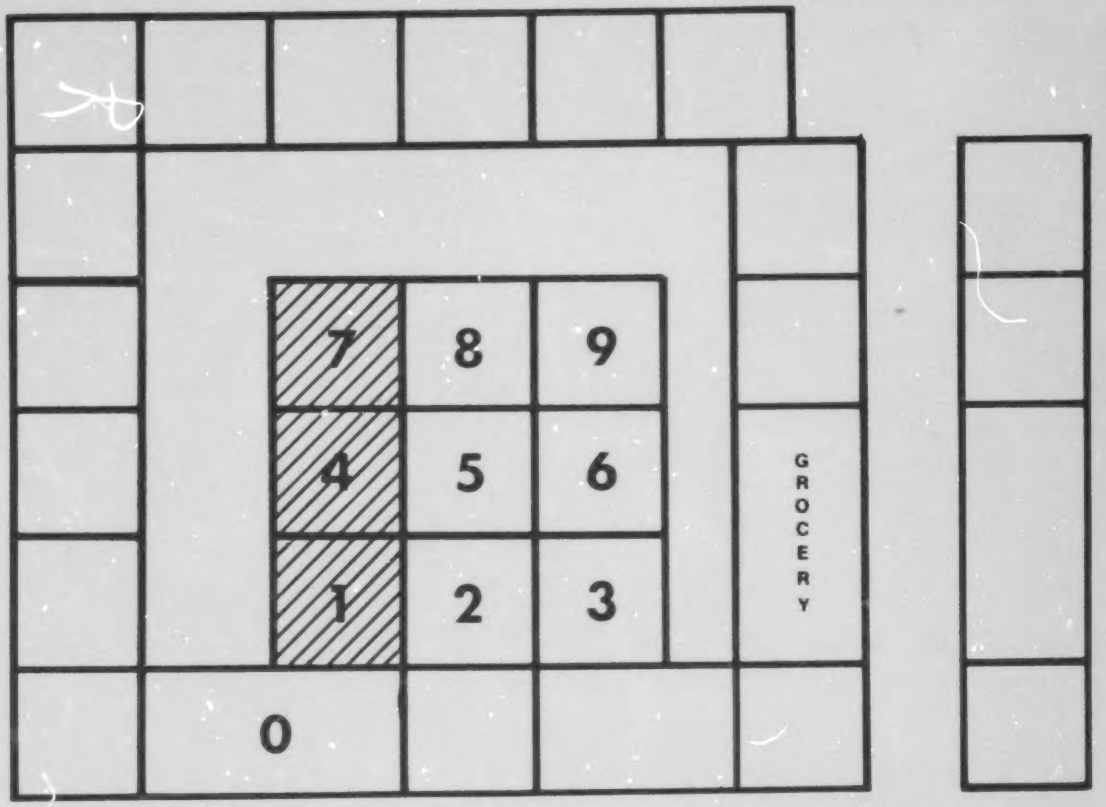
EXERCISE #1	EXERCISE #2	EXERCISE #3	EXERCISE #4
28	55	28	52
85	88	25	28
22	25	82	85
82	58	88	22

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #4--LEARNING THE INDEX-FINGER GROUP OF KEYS

Your index finger is used to depress three keys: 1, 4, and 7. (Figure 7)

FIGURE 7



Place your hand on the home-key positions and, without looking at the keyboard, depress 1, 4, and 7 with your index finger. Press the GROCERY key with your little finger.

Look at the receipt tape. If you see 147 GR on it, you have correctly used the index-finger group of keys.

For practice, enter the following numbers on the electronic cash register.

Write in total for each problem below.

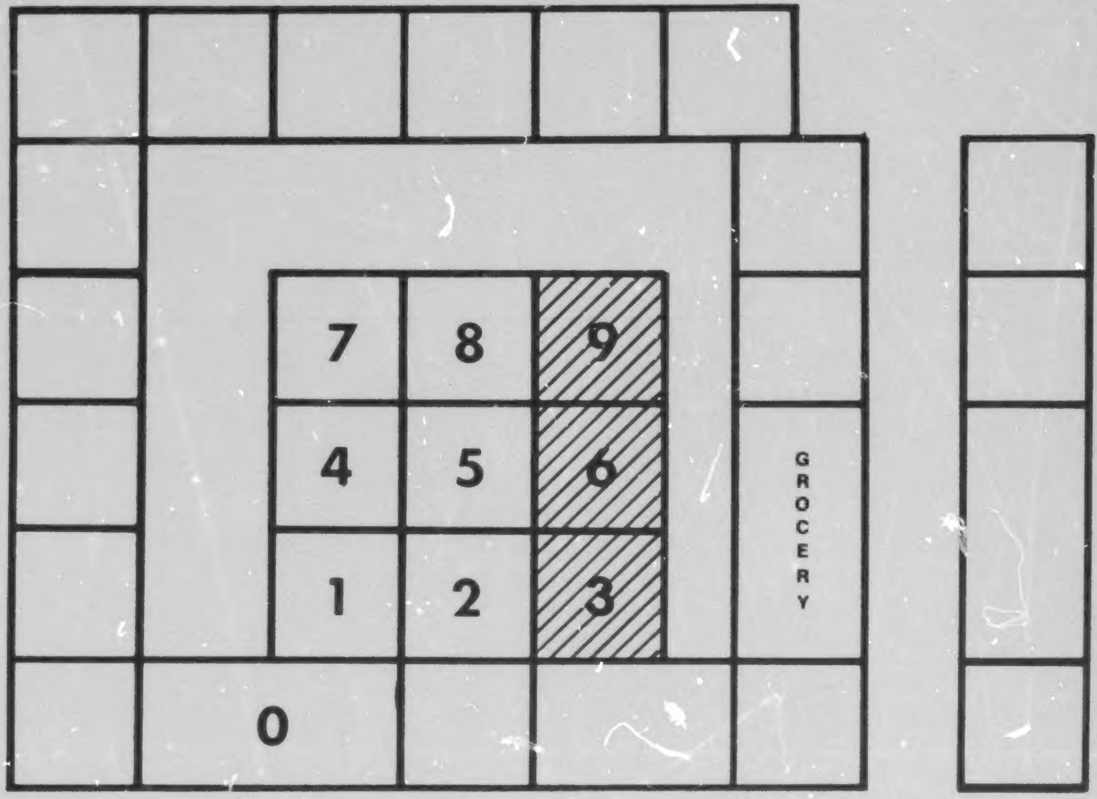
EXERCISE #1	EXERCISE #2	EXERCISE #3	EXERCISE #4	EXERCISE #5
71 groc	17 groc	71 groc	77 groc	44 groc
47 groc	74 groc	44 groc	14 groc	47 groc
14 groc	11 groc	74 groc	74 groc	41 groc
41 groc	47 groc	41 groc	14 groc	17 groc

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #5--LEARNING THE THIRD-FINGER GROUP KEYS

Your ring finger is used to depress three keys: 3, 6, and 9. (Figure 8)

FIGURE 8



Place your hand on the keyboard in the home-key position, and without looking at the keyboard, depress 369 GROCERY. Check the receipt tape to see that 369 GR appears on it. For practice, enter the following numbers on the cash register with your ring finger.

(NOTE: You may find it helpful to practice these exercises on the illustration until you feel that you can depress the correct keys with your ring finger without looking at the keyboard on the cash register.)

Remember to depress the GROCERY key to register each entry.

EXERCISE #1	EXERCISE #2	EXERCISE #3	EXERCISE #4
36 groc	33 groc	66 groc	39 groc
93 groc	69 groc	36 groc	96 groc
66 groc	99 groc	93 groc	33 groc
39 groc	63 groc	69 groc	63 groc
96 groc	39 groc	99 groc	66 groc

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #6--USING THE TOUCH SYSTEM ON AN ELECTRONIC CASH REGISTER

The following exercises will help you check your progress.

Enter each of the columns of figures into your cash register. Subtotal each column of figures, and enter the amount of cash tendered to determine change due. When order is completed, compare cash register tape entries with items listed in each column presented below. Write in the subtotal and change due for each exercise from your cash register tape.

EXERCISE #1	EXERCISE #2
$ .81 groc	$ .12 groc
.59 groc	.31 groc
.15 groc	.42 groc
.97 groc	.53 groc
.61 groc	.74 groc
.17 groc	.85 groc
.68 groc	.58 groc
.86 groc	.36 groc
1.00 groc	.50 groc
$__________Subtotal	$__________Subtotal
$10.00 Cash Tendered	$5.00 Cash Tendered
$__________Change	$__________Change

Job Sheet #6 (p. 2)

EXERCISE #3

$ 3.41 groc
1.49 groc
.26 groc
.81 groc
.49 groc
.18 groc
.38 groc
.73 groc
.27 groc
1.37 groc
.04 groc
.30 groc
1.04 groc

$__________ Subtotal

$15.00 Cash Tendered

$__________ Change

EXERCISE #4

$ .24 groc
.63 groc
.72 groc
.19 groc
.11 groc
1.35 groc
.27 groc
.51 groc
.39 groc
.53 groc
.38 groc
.21 groc
4.61 groc

$__________ Subtotal

$11.00 Cash Tendered

$__________ Change

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #8--TRANSACTION KEYS PRACTICE EXERCISES

The following exercises are included to help you learn how to use the transaction keys of your electronic cash register. Complete each exercise given.

EXERCISE #1--BOTTLE REFUND

Ring up this order for your favorite customer.

$ 7.98	meat
1.14	groc
3.49	groc
12.80	meat
2.98	HBA
1.20	bottle refund
.49	groc

$__________ Subtotal

$35.00 Cash Tendered

$__________ Change

EXERCISE #2--Paid-out (P/O)

(NOTE: Some electronic cash registers do not have paid-out keys.)

An invoice is presented, and you are authorized to pay a vendor $282.97 for merchandise that has been delivered to your store. Ring up this transaction on your electronic cash register.

EXERCISE #3--CHARGE

(NOTE: Some electronic cash registers do not have charge capabilities. Check with your instructor before completing this exercise.)

You have just finished writing a charge slip that totals $45.71. Ring up this purchase on your cash register.

MORE TRANSACTION-KEY PRACTICE NEXT ....

Job Sheet #8 (p. 2)

EXERCISE #4--COUPON

Ring up this exercise for your next customer.

$ 5.92	meat
1.95	groc
.98	groc
.59	groc
11.37	groc
5.79	HBA
1.22	prod
2.29	dairy
1.98	dairy
1.29	groc
2.63	groc
.50	groc

$____________ Subtotal

$40.00 Cash Tendered

$____________ Change

EXERCISE #5--Received on account (R/A)

(NOTE: Some electronic cash registers do not have received on account capabilities. Check with your instructor before completing this exercise.)

A customer would like to make a $25.00 payment on her charge account with your store. Ring up this transaction.

TRANSACTION PRACTICE CONTINUES ....

Job Sheet #8 (p. 3)

Just for practice, ring up each of these exercises.

EXERCISE #6

$56.06	meat
6.04	groc
4.54	groc
56.04	groc (Void, should be $6.04)
65.55	meat
5.06	groc
56.64	misc
45.56	misc
64.45	misc
5.56	dairy

$__________ Subtotal

$__________ Cash Tendered

$__________ Change

EXERCISE #7

$ 4.56	groc
44.56	HBA
4.65	groc (Void, should be 65¢)
55.66	meat
5.64	groc
6.44	groc
40.45	misc
5.64	groc (Void, should be 56¢)
50.64	misc
6.45	groc

$__________ Subtotal

$__________ Cash Tendered

$__________ Change

EXERCISE #8

$ 4.11	groc
44.11	meat
5.22	dairy
55.22	misc
6.33	groc
66.33	groc (Void, should be $6.33)
4.01	groc
5.02	groc
6.03	misc
4.11	groc

$__________ Subtotal

$__________ Cash Tendered

$__________ Change

EXERCISE #9

$ 4.14	groc
41.14	meat (Void, should be $4.14)
5.25	HBA
52.25	meat
6.36	dairy
63.36	misc
4.15	groc
5.26	groc
6.34	groc
.23	misc

$__________ Subtotal

$__________ Cash Tendered

$__________ Change

CONTINUED . . .

Job Sheet #8 (p. 4)

EXERCISE #10

$ 4.25	groc
20.25	misc
5.34	groc
6.34	groc
1.25	misc
11.25	meat
2.36	meat (Void, should be $22.36)
22.36	meat
2.06	misc
1.04	groc

$________________ Subtotal

$________________ Cash Tendered

$________________ Change

EXERCISE #11

$ 2.05	dairy
3.06	dairy
12.06	misc
21.05	meat
1.14	groc (Void, should be $1.24)
2.25	groc
3.36	groc
33.36	misc (Void, should be $3.36)
30.36	meat
2.03	groc

$________________ Subtotal

$________________ Cash Tendered

$________________ Change

EXERCISE #12

$ 1.04	groc
2.06	groc
6.12	dairy
15.12	meat
26.63	misc
3.66	misc
6.63	groc (Void, should be $3.63)
2.55	groc
2.56	groc
.43	misc

$________________ Subtotal

$________________ Cash Tendered

$________________ Change

EXERCISE #13

$ 1.40	groc
2.50	dairy
3.60	groc
11.44	meat
22.55	misc
33.66	misc
11.55	meat
22.66	misc
33.44	groc (Void, should be $3.44)
1.40	groc

$________________ Subtotal

$________________ Cash Tendered

$________________ Change

CONTINUED . . . .

Job Sheet #8 (p. 5)

Just a few more practice exercises!

EXERCISE #14

$40.11	meat
5.22	groc
60.36	misc
.60	Vender coupon
2.40	HBA
3.65	groc
11.50	misc
12.33	misc
20.23	misc
.23	Store coupon

$______________ Subtotal

$______________ Cash Tendered

$______________ Change

EXERCISE #15

$ 1.45	groc
2.56	groc
10.45	misc
30.64	misc
20.56	meat
2.34	prod
3.46	prod
.23	Vender coupon
2.36	groc
20.36	meat

$______________ Subtotal

$______________ Cash Tendered

$______________ Change

EXERCISE #16

$ .01	misc
.04	misc
.55	misc
1.00	prod
.23	Store coupon
3.60	prod
3.40	groc
2.50	groc
1.65	misc
2.60	HBA

$______________ Subtotal

$______________ Cash Tendered

$______________ Change

EXERCISE #17

$43.25	meat
43.26	meat
42.35	meat
.45	Vender coupon
40.35	misc
.23	misc
1.23	groc
51.14	meat
62.25	misc
36.65	meat

$______________ Subtotal

$______________ Cash Tendered

$______________ Change

CONTINUED . . .

Job Sheet #8 (p. 6)

EXERCISE #18

$ .77	Store coupon
5.88	groc
6.99	meat
4.70	misc
5.88	groc
6.99	groc
40.77	misc
50.88	misc
60.99	meat
8.05	HBA

$____________Subtotal

$____________Cash Tendered

$____________Change

EXERCISE #19

$ 7.47	prod
.58	Vendor coupon
9.69	meat
77.45	misc
88.56	meat
99.64	misc
.06	misc
7.04	prod
8.05	groc
4.78	groc

$____________Subtotal

$____________Cash Tendered

$____________Change

EXERCISE #20

$ 4.78	misc
4.80	Bottle refund
5.89	misc
5.97	groc
4.87	prod
5.87	groc
6.77	prod
5.99	groc
4.99	groc
5.78	HBA

$____________Subtotal

$____________Cash Tendered

$____________Change

EXERCISE #21

$99.66	meat
88.55	misc
77.44	meat
79.96	misc
85.58	meat
74.47	meat
.07	Vendor coupon
5.08	groc
6.09	prod
4.70	groc

$____________Subtotal

$____________Cash Tendered

$____________Change

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #9--OPERATION OF CHANGE-CALCULATING FEATURE OF ELECTRONIC CASH REGISTERS

Calculating the amount of change due a customer is a simple procedure when you use an electronic cash register. If you follow the steps below, you will have no difficulty in giving correct change to customers.

Operation of change-calculating feature

A. Enter the amount and department of each item purchased by the customer

B. Enter all vendor coupons

C. Enter bottle refunds, if applicable

D. Depress the subtotal key

E. Tell customer the amount of the sale

F. Enter the amount of money given by the customer on amount keys, and depress the cash-tendered key

G. Give the customer the amount of change due that is indicated

Job Sheet #9 (p. 2)

Practice exercises

Using the electronic cash register in your classroom, practice the following exercises.

EXERCISE #1

$ .15 groc
.22 groc
.19 groc
2.25 meat
1.25 dairy
4.19 meat
3.22 meat
1.19 prod
.89 prod
1.45 meat
.33 groc
.19 groc
.18 groc
.25 coupon
1.38 prod
1.19 prod
.38 coupon

$__________Subtotal

$20.00 Cash Tendered

$__________Change

EXERCISE #2

$ .22 groc
.19 groc
.17 groc
.16 groc
.33 groc
.22 groc
.19 groc
1.22 meat
2.44 meat
.19 groc
.44 groc
.18 groc
.55 prod
.66 dairy
.88 dairy
1.19 dairy
1.55 prod

$______________Subtotal

$15.00 Cash Tendered

$______________Change

Job Sheet #9 (p. 3)

EXERCISE #3

$ .20	groc
.19	groc
.33	groc
1.44	prod
2.99	meat
3.44	meat
.44	groc
.55	groc
1.18	dairy
2.88	meat
.66	groc
.77	groc
.18	groc
.16	coupon
.28	groc
1.55	meat
2.09	groc
1.40	bottle deposit

$____________ Subtotal

$25.00 Cash Tendered

$____________ Change

EXERCISE #4

$ .99	groc
.88	groc
.33	groc
.77	groc
.66	groc
.55	groc
.33	prod
.22	prod
.45	groc
.11	groc
.08	coupon
1.44	prod
2.88	meat
3.19	meat
10.11	meat
2.18	dairy
1.40	dairy
12.44	meat

$____________ Subtotal

$50.00 Cash Tendered

$____________ Change

INFORMATION SHEET

CHANGING CASH REGISTER RECEIPT TAPE

The cash register receipt tape must be changed when a color streak begins to appear on it. This streak indicates that the tape is nearing the end of the roll. Customers should always be given complete receipts; therefore, the tape should be changed immediately after the total of an order or transaction is complete after the streak appears.

The steps in changing cash register receipt tapes are different, depending on the machine. Often the instructions will be attached to the cash register; however, many electronic cash registers do not have illustrations for changing tapes. In cases such as this, the cashier must refer to the register's operator's handbook.

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #10--CHANGING CASH REGISTER RECEIPT TAPE

Practice changing the cash register receipt tape for a register in the classroom. Locate the directions for changing the receipt tape, and follow the steps given. Have your instructor check your work before going on to the next exercise.

OPERATING THE ELECTRONIC CASH REGISTER

ASSIGNMENT SHEET #2--EXPLAINING THE USE OF YOUR REGISTER

Directions: Complete each of the activities below. You may use this assignment sheet as a classroom presentation.

A. Describe the make and style of one cash register located in your classroom, and tell how it operates.

B. Draw a cash register keyboard. Explain the use of the different keys.

Assignment Sheet #2 (p. 2)

C. Explain or sketch how to change the receipt tape on the register you use.

OPERATING THE ELECTRONIC CASH REGISTER

JOB SHEET #11--DEVELOP SPEED USING THE TOUCH METHOD

These exercises are intended to help you to develop skill using the touch method on the ten-key electronic cash register keyboard. Add each column until it can be added with ease and rhythm. Work toward adding any three columns once in one minute, gradually increasing this rate to four columns per minute.

(NOTE: Ask your instructor if a timer is available for your use in this activity.)

EXERCISE #1

$56.64	misc
64.45	misc
45.56	meat
50.56	misc
60.44	meat
40.55	meat
55.06	misc
60.56	meat
40.56	misc
55.66	meat

$ ________________ Subtotal

$ ________________ Cash Tendered

$ ________________ Change

EXERCISE #2

$ 4.50	groc
4.45	groc
6.50	prod
56.06	misc
44.06	meat
4.44	dairy
4.04	HBA
5.06	dairy
.45	groc
.56	groc

$ ________________ Subtotal

$ ________________ Cash Tendered

$ ________________ Change

EXERCISE #3

$56.64	meat
50.64	meat
60.45	misc
4.56	groc
4.05	prod
.06	misc
.56	misc
56.44	meat
6.55	prod
5.46	dairy

$ ________________ Subtotal

$ ________________ Cash Tendered

$ ________________ Change

EXERCISE #4

$ 4.50	prod
50.56	meat
4.55	groc
4.05	dairy
.06	misc
60.06	misc
40.04	meat
5.05	prod
55.66	HBA
44.55	HBA

$ ________________ Subtotal

$ ________________ Cash Tendered

$ ________________ Change

CONTINUED . . .

Job Sheet #11 (p. 2)

EXERCISE #5

$45.55	misc
56.66	meat
64.55	misc
60.55	meat
4.05	groc
6.06	prod
.45	misc
.56	groc
.06	misc
4.50	prod

$________________ Subtotal

$________________ Cash Tendered

$________________ Change

EXERCISE #6

$45.56	misc
46.64	misc
56.64	misc
56.65	meat
5.56	prod
6.64	prod
4.40	groc
5.50	groc
6.60	dairy
4.56	HBA

$________________ Subtotal

$________________ Cash Tendered

$________________ Change

EXERCISE #7

$50.06	misc
6.64	groc
40.04	meat
4.50	groc
60.05	misc
5.06	prod
.05	misc
.40	misc
4.44	dairy
.55	misc

$________________ Subtotal

$________________ Cash Tendered

$________________ Change

EXERCISE #8

$ .65	misc
6.44	prod
4.65	meat
44.55	misc
60.56	misc
50.64	misc
6.54	prod
.65	groc
6.56	dairy
4.46	dairy

$________________ Subtotal

$________________ Cash Tendered

$________________ Change

CONTINUED

EXERCISE #9

$56.06	misc
6.05	groc
4.54	groc
56.04	meat
65.55	meat
5.06	groc
56.64	meat
45.56	misc
64.45	misc
5.56	dairy

$__________ Subtotal

$__________ Cash Tendered

$__________ Change

EXERCISE #10

$ 4.56	groc
44.56	misc
4.65	dairy
55.66	meat
5.64	groc
6.44	prod
40.45	misc
5.64	HBA
50.64	meat
6.45	groc

$__________ Subtotal

$__________ Cash Tendered

$__________ Change

EXERCISE #11

$ 4.11	groc
44.11	meat
5.22	groc
55.22	misc
6.33	dairy
66.33	meat
4.01	groc
5.02	groc
6.03	groc
4.11	groc

$__________ Subtotal

$__________ Cash Tendered

$__________ Change

EXERCISE #12

$ 4.14	groc
41.14	misc
5.25	dairy
52.25	meat
6.36	groc
63.36	misc
4.15	dairy
5.26	prod
6.34	HBA
.23	Vendor coupon

$__________ Subtotal

$__________ Cash Tendered

$__________ Change

CONTINUED . . .

Job Sheet #11 (p. 4)

EXERCISE #13

$ 4.25	groc
20.25	meat
5.34	groc
6.34	groc
1.25	prod
11.25	misc
2.36	dairy
22.36	misc
2.06	groc
1.04	groc

$ ____________ Subtotal

$ ____________ Cash Tendered

$ ____________ Change

EXERCISE #14

$ 2.05	groc
3.06	groc
12.06	misc
21.05	misc
1.14	dairy
2.25	HBA
3.36	prod
33.36	meat
30.36	meat
2.03	groc

$ ____________ Subtotal

$ ____________ Cash Tendered

$ ____________ Change

EXERCISE #15

$ 1.04	groc
2.06	groc
6.12	groc
15.12	misc
26.63	misc
3.66	groc
6.63	groc
2.55	prod
2.56	dairy
.43	groc

$ ____________ Subtotal

$ ____________ Cash Tendered

$ ____________ Change

EXERCISE #16

$ 1.40	prod
2.50	prod
3.60	dairy
11.44	misc
22.55	misc
33.66	misc
11.55	misc
22.66	misc
33.44	misc
1.40	groc

$ ____________ Subtotal

$ ____________ Cash Tendered

$ ____________ Change

CONTINUED . . .

EXERCISE #17

$40.11	misc
5.22	prod
60.36	misc
1.60	dairy
2.40	HBA
3.65	dairy
11.50	misc
12.33	misc
20.23	misc
1.23	prod

$______________ Subtotal

$______________ Cash Tendered

$______________ Change

EXERCISE #18

$ 1.45	groc
2.56	groc
10.45	misc
30.64	misc
20.56	misc
2.34	groc
3.46	groc
1.23	groc
2.36	prod
20.36	meat

$______________ Subtotal

$______________ Cash Tendered

$______________ Change

EXERCISE #19

$ .01	misc
.04	misc
.55	coupon
1.00	coupon
.23	misc
3.60	groc
3.40	groc
2.50	groc
1.65	groc
2.60	groc

$______________ Subtotal

$______________ Cash Tendered

$______________ Change

EXERCISE #20

$43.25	misc
43.26	meat
42.35	meat
3.45	groc
40.35	misc
.23	misc
1.23	groc
51.14	misc
62.25	misc
36.65	misc

$______________ Subtotal

$______________ Cash Tendered

$______________ Change

CONTINUED . . .

Job Sheet #11 (p. 6)

EXERCISE #21

$ 4.77	groc
5.88	groc
6.99	groc
4.77	groc
5.88	prod
6.99	prod
40 77	misc
50.88	misc
60.99	misc
8.05	dairy

$__________________ Subtotal

$__________________ Cash Tendered

$__________________ Change

EXERCISE #22

$ 7.47	groc
8.58	groc
9.69	groc
77.45	misc
88.56	misc
99.64	misc
9.06	groc
7.04	dairy
8.05	prod
4.78	dairy

$__________________ Subtotal

$__________________ Cash Tendered

$__________________ Change

EXERCISE #23

$ 4.78	groc
4.89	groc
5.89	groc
5.97	prod
4.87	groc
5.87	groc
6.77	groc
5.99	HBA
4.99	groc
5.78	groc

$__________________ Subtotal

$__________________ Cash Tendered

$__________________ Change

EXERCISE #24

$99.66	misc
88.55	misc
77.44	meat
79.96	meat
85.58	misc
74.47	misc
4.07	groc
5.08	groc
6.09	groc
4.70	prod

$__________________ Subtotal

$__________________ Cash Tendered

$__________________ Change

RINGING UP TAXABLE AND NONTAXABLE MERCHANDISE

INTRODUCTION

Many state and local governments place an additional charge on specific merchandise that is sold in stores. This charge is called a sales tax. As a cashier/checker, you will be expected to identify those items that are taxable, read a tax chart, and ring up the correct amount on the cash register. The learning activities in this module are designed to help you learn to identify taxable merchandise, to ring these items on the register, to read a tax chart, and to ring the tax into the register.

DIRECTIONS

Before you start to work on this module, be sure you have completed the following units: Operating the Cash Register and Operating the Electronic Cash Register.

If you have completed these modules, read the objective below. If you think that you are already able to perform these tasks, arrange with your instructor to do the assignment sheets and job sheet,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module, and go through them in the order in which they are listed.

OBJECTIVE

Provided an order of merchandise containing both taxable and nontaxable items, a list of taxable merchandise, and a tax chart, correctly ring up an order.

LEARNING ACTIVITIES

1. Read Information Sheet, Identifying Taxable and Nontaxable Merchandise. (Page 3)
2. Check your knowledge by completing Assignment Sheet #1, Identifying Taxable and Nontaxable Merchandise. (Page 4)
3. Read Information Sheet, Calculating Sales Tax. (Page 5)
4. Check your knowledge by completing Assignment Sheet #2, Local Tax Table. (Page 7)
5. Check your knowledge by completing Assignment Sheet #3, Determine Tax. (Page 8)
6. Read Information Sheet, Procedures for Ringing Up Orders with Tax. (Page 9)
7. Practice on your cash register by completing Job Sheet #1, Ring Up Complete Orders. (Page 10)
8. Turn in completed LAP to your instructor.

INFORMATION SHEET

IDENTIFYING TAXABLE AND NONTAXABLE MERCHANDISE

Most merchandise that is sold in stores in Oklahoma has a 2 percent state sales tax that is added to the purchase price. This tax is collected from the customer by the cashier/checker. In addition, many local communities assess a local tax. Therefore, it is important for you, as a future cashier/checker, to be able to identify taxable and nontaxable merchandise.

PART I--Examples of taxable items

Baby foods
Bakery products
Baking soda
Bouillon cubes
Cereal and cereal products
Chocolate
Cocoa
Coconut
Coffee and coffee substitutes
Condiments
Cookies
Crackers
Dehydrated fruits and vegetables
Deli items
Eggs and egg products
Extracts, flavorings
Fish and fish products
Flour
Food coloring
Fruit and fruit products
Fruit juices
Gelatin
Health foods
Honey
Ice cream, toppings, and novelities
Jams
Jellies
Ketchup
Lard
Marshmallows
Mayonnaise
Meat and meat products
Milk and milk products
Mustard
Nuts
Margarine
Olive oil
Olives
Peanut butter
Pepper
Pickles
Popcorn
Potato chips
Powdered drink mixes
Relishes
Salad dressings and dressing mixes
Salt
Sauces
Sherbets
Shortenings
Soups
Spices
Sandwich spreads
Sugar, sugar products, and sugar substitutes
Syrups
Tea
Vegetables and vegetable products
Vegetable juices
Vegetable oils
Yeast

PART II--Examples of nontaxable items

(NOTE: Examples of taxable items are for illustrative purposes and are not intended to be all inclusive.)

Alcoholic beverages
Tobacco products
Bottle deposits

RINGING UP TAXABLE AND NONTAXABLE MERCHANDISE

ASSIGNMENT SHEET #1--IDENTIFYING TAXABLE AND NONTAXABLE MERCHANDISE

You probably already realize that a cashier/checker cannot refer to a list every time he or she rings an item into the register. Imagine the amount of time it would take to ring up each customer's order. Therefore, you must know which items are taxable. If you are ever in doubt about an item, refer to the list that is posted at most check-out counters.

Directions: Without using the taxable and nontaxable items list, page 3, identify the following merchandise as being taxable or nontaxable. Write an "X" in the blanks beside merchandise that is taxable. After you have finished, check your work by using the list on page 3.

________ Apples

________ Hamburger

________ Dog food

________ Magazine

________ Soft drinks

________ Lipstick

________ Shoe polish

________ Pickles

________ Sugar

________ Beer

________ Toilet paper

________ Tobacco

________ Eggs

________ T-bone steak

________ Ice cream

________ Cheese

________ Bread

________ Cigarettes

________ Mop

________ Soap

________ Candied apples

________ Laundry soap

________ Light bulbs

________ Milk

________ Pipe tobacco

________ Bottle deposits

INFORMATION SHEET

CALCULATING SALES TAX

The state of Oklahoma assesses a 2 percent state sales tax on all merchandise except alcoholic beverages, bottle deposits, and tobacco products. These exempt items are taxed before they arrive at the store. In addition, local communities may vote to add additional local sales tax to purchases made in their boundaries. Local sales taxes are usually 1, 2, or 3 percent. This means that most consumers in Oklahoma pay between 3 and 5 percent sales tax on most of the items they purchase.

PART I--Calculating sales tax

To calculate sales tax for even-dollar amounts, use the following formula

Amount of Taxable Purchase x Percent of Tax = Tax

EXAMPLES: With a 3 percent sales tax, customers will be charged 3¢ for every $1.00; with a 4 percent sales tax, they will be charged 4¢ for every dollar; with a 5 percent sales tax, they will be charged 5¢ for every dollar.

PART II--Using a tax table

A. To determine sales tax when a customer's purchase totals less than $1.00, use a tax table (Figures 1 and 2)

FIGURE 1

Four Percent Tax Table

Amount of Coins	Tax
$ .00 - $ .14	$ .00
$ .15 - $ .39	$ .01
$ .40 - $ .64	$ .02
$ .65 - $ .89	$ .03
$ .90 - $ .99	$ .04

FIGURE 2

Five Percent Tax Table

Amount of Coins	Tax
$ .00 - $ .09	$ .00
$ .10 - $ .29	$ .01
$ .30 - $ .49	$ .02
$ .50 - $ .69	$ .03
$ .70 - $ .89	$ .04
$ .90 - $1.09	$ .05

EXAMPLE: If you live in a community that has a 4 percent sales tax, and the customer's purchase totals 69¢, look on the 4 percent tax table under the "amount of coins," and you would find that, for a purchase between 65¢ and 89¢, the customer will be charged 3¢.

Information Sheet (p. 2)

B. To calculate sales tax when a customer's purchase totals an uneven-dollar amount, use the formula in Part I and a tax table

1. Calculate the tax on the even-dollar amount

   EXAMPLE: When a customer's purchase totals \$2.78 in a 4 percent tax area, first calculate the even-dollar amount: \$2.00 x .04 = \$ .08 or 8¢

2. On the tax table, locate the tax amount due on the remainder of the purchase amount

   EXAMPLE: Tax due on 78¢ equals \$ .03 or 3¢.

3. Calculate the total amount of tax due by adding even-dollar amount to the tax due on the remainder of the purchase amount

   EXAMPLE: \$ .08 + \$ .03 = \$ .11 or 11¢

RINGING UP TAXABLE AND NONTAXABLE MERCHANDISE

ASSIGNMENT SHEET #2--LOCAL TAX TABLE

Many of today's fully automatic and electronic cash registers are able to determine sales tax for merchandise purchased without the need for cashiers to calculate the tax themselves. However, several models of cash registers do not automatically add tax to orders. For this reason, you must be able to calculate sales tax for your local community. It is a good idea to memorize your local tax table. Knowing it can save a lot of time in checking out customers.

Directions: Obtain a copy of your local tax table from your instructor, and write it in the space provided below. Refer to it as necessary to complete the rest of the module.

LOCAL TAX TABLE

Name of Community ______________________________ Date ____________________

State Sales Tax 2 Percent + Local Sales Tax Percent ______________

____

____

____

____

____

____

__________ Percent Tax Table

USE THIS TAX TABLE TO COMPLETE ASSIGNMENT SHEET #3 . . .

RINGING UP TAXABLE AND NONTAXABLE MERCHANDISE

ASSIGNMENT SHEET #3--DETERMINE TAX

Directions: Use your local tax table to determine the amount of tax that should be charged for each item below. Write your answers on the lines provided.

Taxable Totals	Amount of Tax	Taxable Totals	Amount of Tax
1. $ 2.95	______	15. $ 5.78	______
2. $37.70	______	16. $42.08	______
3. $47.10	______	17. $71.32	______
4. $ 3.18	______	18. $ 2.87	______
5. $28.50	______	19. $30.65	______
6. $ 4.90	______	20. $20.77	______
7. $29.64	______	21. $10.00	______
8. $56.21	______	22. $ 8.34	______
9. $ 4.91	______	23. $ 9.03	______
10. $11.40	______	24. $16.92	______
11. $ 6.27	______	25. $12.14	______
12. $ 4.10	______	26. $10.05	______
13. $ 7.05	______	27. $ 2.18	______
14. $ 1.15	______	28. $ 9.28	______

(NOTE: Check with your instructor about checking your answers by running each problem on a tax-calculating cash register.)

COMPLETE ORDERS ARE NEXT! . . .

INFORMATION SHEET

PROCEDURES FOR RINGING UP ORDERS WITH TAX

The procedures for ringing up orders with tax differ among types of cash registers. For that reason, two procedures are presented here. If your register automatically calculates tax, use the procedure in Part I. If your register does not calculate tax automatically, use the procedure in Part II to complete activities for ringing up orders with sales tax.

PART I--Performance steps for automatic machines

(NOTE: The performance steps below describe the process for ringing up a complete order of merchandise on a cash register that automatically calculates tax.)

A. Ring up all items, taxable and nontaxable, in their respective departments

B. Subtotal the register

C. Close the transaction

PART II--Performance steps for non-tax-calculating machines

(NOTE: The performance steps below describe the process for ringing up an order of merchandise on a cash register that does not automatically calculate tax.)

A. Separate taxable and nontaxable items

B. Ring up all taxable items in their respective departments

C. Subtotal the cash register

(NOTE: This is an optional step used in issuing trading stamps.)

D. Ring up the nontaxable items

E. Ring up tax on taxable total

F. Total the register

G. Close the transaction

IT'S TIME TO GO TO YOUR REGISTER . . .

RINGING UP TAXABLE AND NONTAXABLE MERCHANDISE

JOB SHEET #1--RING UP COMPLETE ORDERS

Ring up the following orders of merchandise on the cash register. Complete each exercise by writing the subtotal of taxable items, total of nontaxable items, subtotal, tax, and total on the lines provided under each order.

EXERCISE #1

$ .33	groc
1.14	groc
.07	groc
7.05	groc
1.31	groc
4.97	beer
2.70	bottles
10.11	meat
1.55	groc
.66	HBA

$____________ Taxable items

____________ Nontaxable items

____________ Subtotal

____________ Tax

____________ Total sale

EXERCISE #2

$ .19	groc
.18	HBA
.17	groc
4.30	meat
.60	groc
1.00	bottle deposit
.71	groc
.14	groc
.26	groc
.39	dairy

$____________ Taxable items

____________ Nontaxable items

____________ Subtotal

____________ Tax

____________ Total sale

EXERCISE #3

$ 8.92	groc
16.42	meat
19.91	meat
22.74	meat
8.45	cigarettes

$____________ Taxable items

____________ Nontaxable items

____________ Subtotal

____________ Tax

____________ Total sale

EXERCISE #4

$ .77	groc
.55	dairy
1.19	groc
6.66	meat
.88	groc

$____________ Taxable items

____________ Nontaxable items

____________ Subtotal

____________ Tax

____________ Total sale

Job Sheet #1 (p. 2)

EXERCISE #5

$ 6.79	groc
.39	groc
4.06	meat
3.41	meat
.43	groc
.72	dairy
.79	HBA
.19	groc
.44	groc
2.44	meat
.19	groc
2.10	bottle deposit
.15	groc
.90	groc
8.63	cigarettes

$ ____________ Taxable items

____________ Nontaxable items

____________ Subtotal

____________ Tax

____________ Total sale

EXERCISE #6

$ 2.19	groc
1.35	groc
5.50	HBA
21.73	meat
1.74	groc
3.97	beer
.59	prod
2.87	groc
1.28	prod
4.44	meat
1.36	HBA
3.21	groc
11.79	meat
6.02	meat
1.12	groc

$ ____________ Taxable items

____________ Nontaxable items

____________ Subtotal

____________ Tax

____________ Total sale

EXERCISE #7

$ 2.00	bottle deposit
10.41	meat
8.88	meat
18.25	meat
6.32	deli

$ ____________ Taxable items

____________ Nontaxable items

____________ Subtotal

____________ Tax

____________ Total sale

EXERCISE #8

$ .42	groc
8.59	cigarettes
.61	groc
.77	groc
.83	groc

$ ____________ Taxable items

____________ Nontaxable items

____________ Subtotal

____________ Tax

____________ Total sale

CASHIER/CHECKER

CC-B5

ISSUING TRADING STAMPS

INTRODUCTION

Although they are being discontinued by some stores, trading stamps are still being given to customers by many stores as a premium for shopping there. Customers save the stamps and exchange them for gift items ranging from garden tools to vacations.

As a cashier/checker, you may be responsible for issuing trading stamps, and so you will need to know which items are eligible for stamps and which are not. Besides showing you how to identify these items, this module will show you how to calculate the correct number of stamps to give each customer.

DIRECTIONS

Before you start to work on this module, be sure you have completed "Operating the Cash Register," and "Ringing Up Taxable and Nontaxable Merchandise."

After you have completed the two prequisite modules, read the objective below. If you think that you are already able to perform the tasks, arrange with your instructor to do the assignment sheets and job sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this unit, and go through them in the order in which they are listed.

OBJECTIVE

Provided trading stamps, a cash register, and an order of merchandise that includes items that are eligible and items that are ineligible for trading stamps, ring up the order and issue the correct number of stamps.

LEARNING ACTIVITIES

1. Read Information Sheet, How to Issue Trading Stamps. (Page 3)
2. Check your knowledge by completing Assignment Sheet #1, Calculating the Number of Trading Stamps to Give Customers. (Page 4)
3. Practice by completing Job Sheet #1, Ring Up an Order with Trading Stamps. (Page 5)
4. Practice by completing Job Sheet #2, Issue Trading Stamps. (Page 9)
5. Check your knowledge by completing Assignment Sheet #2, How Many Stamps? (Page 14)
6. Turn in completed LAP to your instructor.

INFORMATION SHEET

HOW TO ISSUE TRADING STAMPS

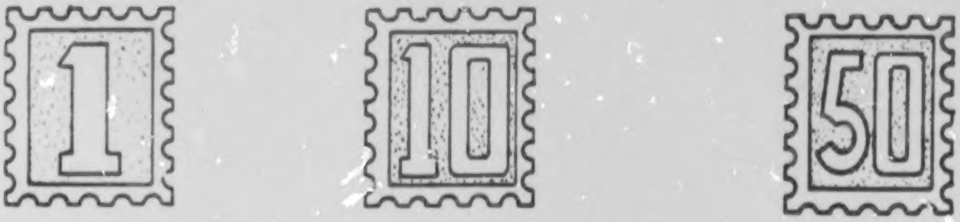
Trading stamps are given to customers as premiums for shopping at certain stores. As a cashier/checker, you will need to know how to issue these stamps. You must also know which items are not eligible for stamps. Stamps are given to the customer for the purchase of any merchandise except alcoholic beverages, tobacco products, and bottle deposits. Stamps are not issued on the amount of tax charged to the customer.

How to issue trading stamps

A. Stamps are issued in three denominations (Figure 1)

1. A stamp with a "1" on it is issued for merchandise totaling 10¢
2. A stamp with a "10" on it is issued for merchandise totaling $1.00
3. A stamp with a "50" on it is issued for merchandise totaling $5.00

FIGURE 1



Trading Stamp Denominations

B. You should issue customer stamps in the largest denominations possible for the purchase

IT'S TIME TO USE YOUR MACHINE . . .

ISSUING TRADING STAMPS

ASSIGNMENT SHEET #1--CALCULATING THE NUMBER OF TRADING STAMPS TO GIVE CUSTOMERS

Directions: Calculate the total number of stamps that you would give the customer for each order given in the chart below. Remember to issue the largest denomination possible in each case.

	Subtotal of Eligible Merchandise	Number of Stamps		
		1's	10's	50's
1.	$ 8.92	9	3	1
2.	16.42	______	______	______
3.	19.91	______	______	______
4.	22.74	______	______	______
5.	.45	______	______	______
6.	88.61	______	______	______
7.	9.74	______	______	______
8.	12.30	______	______	______
9.	7.03	______	______	______
10.	90.41	______	______	______
11.	8.88	______	______	______
12.	18.25	______	______	______
13.	6.32	______	______	______
14.	29.54	______	______	______
15.	32.36	______	______	______

ISSUING TRADING STAMPS

JOB SHEET #1--RING UP AN ORDER WITH TRADING STAMPS

The procedures followed for ringing up an order with trading stamps differ according to the type of cash register you are using. For that reason, two exercises are presented here. If your register automatically calculates tax, do Exercise #1. If your register does not calculate tax automatically, do Exercise #2 to complete this activity.

EXERCISE #1--Automatic machines

(NOTE: The performance steps below describe the process for ringing up a complete order of merchandise on a cash register that automatically calculates tax. Practice these steps on your register.)

A. Ring up the following eligible items

$ .52	groc
.39	groc
5.72	meat
2.99	groc
1.32	prod
1.99	HBA
12.57	meat
1.14	groc
.89	groc
1.00	groc

B. Subtotal the cash register

(NOTE: Write the amount on the line provided.)

$__________________ Subtotal of eligible items, including sales tax

Job Sheet #1 (p. 2)

C. Determine the correct number of stamps to give the customer, counting them aloud as you do so

(NOTE: Stamps should not be given for the amount of tax calculated in the subtotal by the cash register. You will have to subtract tax out of the subtotal before counting out stamps for the customer.)

Subtotal of Eligible Items, Including Sales Tax
- Sales Tax
Amount Eligible for Trading Stamps

(NOTE: Remember to tender stamps in the largest denomination possible. Calculate the correct eligible amount in the space provided.)

D. Dispense correct stamps from machine

(NOTE: How many of each denomination should the customer receive? Write your answer on the lines provided.)

1's = ____________ 10's = ____________ 50's = ____________

E. Ring up the following ineligible items

$ 1.20	bottle deposit
4.98	beer
8.50	cigarettes

F. Subtotal the cash register

(NOTE: Write the amount on the line provided.)

$ ____________________ Total of all merchandise purchased

G. Tell customer amount of purchase, and obtain $50.00

H. Complete closing transaction

(NOTE: Give customer change then stamps.)

I. How much change should the customer receive?

$____________________ Change

EXERCISE #2- Non-tax-calculating machines

(NOTE: The performance steps below describe the process for ringing up a complete order of merchandise on a cash register that does not automatically calculate tax. Practice these steps on your register.)

A. Ring up the following eligible items

$ .52	groc
.39	groc
5.72	meat
2.99	groc
1.32	prod
1.99	HBA
12.57	meat
1.14	groc
.89	groc
1.00	groc

B. Subtotal the cash register

(NOTE: Write the amount on the line provided.)

$____________________ Subtotal of eligible items

C. Determine the correct number of stamps to give the customer, counting them aloud as you do so

(NOTE: Remember to tender stamps in the largest denomination possible. Dispense correct stamps from machine as you count. How many of each denomination should the customer receive? Write your answer on the lines provided.)

1's = ____________ 10's = ____________ 50's = ____________

D. Ring up the following ineligible items

$ 1.20	bottle deposit
4.98	beer
8.50	cigarettes

Job Sheet #1 (p. 4)

E. Obtain a taxable total

(NOTE: Write the amount on the line provided.)

$____________________ Taxable total

F. Ring up tax and total the register

(NOTE: Write the amounts on the lines provided.)

$____________________ Tax

$____________________ Total of all merchandise purchased

G. Tell customer amount of purchase, and obtain $50.00

H. Complete closing transaction

(NOTE: Give customer change then stamps.)

I. How much change should the customer receive?

(NOTE: Write the amount on the line provided.)

$____________________ Change

ISSUING TRADING STAMPS

JOB SHEET #2--ISSUE TRADING STAMPS

Ring up the following orders of merchandise on the cash register. Complete each exercise by writing the subtotal of eligible items, value of trading stamps, total of ineligible items, subtotal, tax, and total on the lines provided under each order. Write the number of specific trading stamps that you would give the customer on the lines provided to the right of the order.

Number of Stamps

1's	10's	50's
______	______	______

EXERCISE #1

$ .10	groc
.29	prod
3.98	prod
.85	meat
.79	groc
3.99	cigarettes
4.15	meat
2.20	groc
1.40	bottle deposit
.29	groc

__________ Subtotal eligible items

__________ Value of stamps

__________ Ineligible items

__________ Subtotal

__________ Tax

__________ Total

CONTINUED . . .

Job Sheet #2 (p. 2)

Number of Stamps

1's	10's	50's

EXERCISE #2

$	9.16	cigarettes
	.46	groc
	2.08	groc
	.91	groc
	3.66	beer

________ Subtotal eligible items

________ Value of stamps

________ Ineligible items

________ Subtotal

________ Tax

________ Total

Number of Stamps

1's	10's	50's

EXERCISE #3

$	.96	groc
	2.96	groc
	.39	meat
	4.96	groc
	3.98	groc

________ Subtotal eligible items

________ Value of stamps

________ Ineligible items

________ Subtotal

________ Tax

________ Total

MORE ON THE NEXT PAGE . . .

Job Sheet #2 (p. 3)

Number of Stamps

EXERCISE #4		1's	10's	50's
		____	____	____
$ .98	groc			
3.59	wine			
1.99	meat			
.76	bottle deposit			
2.08	cigar			
3.95	beer			
.91	groc			
2.08	groc			
.96	groc			

__________ Subtotal eligible items

__________ Value of stamps

__________ Ineligible items

__________ Subtotal

__________ Tax

__________ Total

MORE ON THE NEXT PAGE . . .

Job Sheet #2 (p. 4)

Number of Stamps		
1's	10's	50's

EXERCISE #5

$ 1.50	bottle deposit
.89	groc
1.22	groc
12.49	meat
1.78	dairy
.44	groc
.86	meat
4.92	HBA
8.66	cigarettes
1.32	prod
.45	prod
3.47	frozen
1.29	groc
3.51	groc
2.39	beer

__________ Subtotal eligible items

__________ Value of stamps

__________ Ineligible items

__________ Subtotal

__________ Tax

__________ Total

MORE ON THE NEXT PAGE . . .

Job Sheet #2 (p. 5)

EXERCISE #6

$ 2.98	groc
2.66	prod
.49	groc
1.20	bottle deposit
3.85	groc
2.47	beer
2.20	dairy
.32	groc

Number of Stamps

1's	10's	50's
____	____	____

____________ Subtotal eligible items

____________ Value of stamps

____________ Ineligible items

____________ Subtotal

____________ Tax

____________ Total

ISSUING TRADING STAMPS

ASSIGNMENT SHEET #2--HOW MANY STAMPS?

Directions: Answer the following questions in the spaces provided.

A. Which stamps are you supposed to issue for each 10¢ worth of merchandise?

________________ For less than 10¢ worth of merchandise? ________________

B. Write the amount of stamps you should issue for each order below.

	Customer's Order Subtotal Amount	1's Stamps	10's Stamps	50's Stamps
EXAMPLE:	$22.38	3	2	4
	1. .09	______	______	______
	2. 9.47	______	______	______
	3. 56.86	______	______	______
	4. 18.58	______	______	______
	5. 37.91	______	______	______
	6. 5.97	______	______	______
	7. .78	______	______	______

C. Name the nonstamp items listed in Job Sheet #1 and Job Sheet #2 of this module.

____

____

____

____

____

____

____

____

____

CASHIER/CHECKER

CC-B6

RINGING UP FEDERAL FOOD STAMP PURCHASES

INTRODUCTION

Retail store cashier/checkers ring up orders of merchandise that some customers pay for with Federal Foods Stamps. When ringing these orders, cashier/checkers may need to ask the customers for identification. They must also know which items are eligible to be paid for with stamps. Finally, they must know how to give change when it is due and how to identify Federal Food Stamp denominations. The learning activities in this module are designed to help you learn how to perform these tasks.

DIRECTIONS

Before you start to work on this module, be sure you have completed the modules "Operating the Cash Register," "Operating the Electronic Cash Register," "Correcting Cash Register Errors," "Calculating Unit Price of Multiple-Priced Items," "Weighing, Pricing, and Bagging Produce," "Handling Refunds," "Accepting Consumer Coupons," and "Accepting Customer Payments."

If you have completed these modules, read the objective below. If you think that you are already able to perform this task, then arrange with your instructor to do the assignment sheets and job sheet,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided a cash register, a Food Stamp Program Official Food Stamp List, and an order of merchandise, ring up the order as if it is to be paid for with Federal Food Stamps; and complete written assignment sheets on Federal Food Stamps with a minimum score of 85 percent.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Identifying Eligible Federal Food Stamp Items. (Pages 3 and 4)
2. Check your knowledge by completing Assignment Sheet #1, Federal Food Stamp Items. (Page 5)
3. Read Information Sheet, The Do's of Ringing Orders for Customers Using Federal Food Stamps. (Pages 6 through 8)
4. Check your knowledge by completing Assignment Sheet #2, Federal Food Stamp Rules. (Page 9)
5. Check your knowledge by completing Assignment Sheet #3, Handling Food Stamps. (Pages 10 and 11)
6. Check your knowledge by completing Job Sheet #1, Ring Up Food Stamp Orders. (Pages 12 through 14)
7. Turn in completed LAP to your instructor.

INFORMATION SHEET

IDENTIFYING ELIGIBLE FEDERAL FOOD STAMP ITEMS

When ringing up orders of merchandise for customers who pay with Federal Food Stamps, the retail store cashier/checker needs to have knowledge of the items that can be purchased with stamps and the items that cannot be purchased with stamps.

The following lists contain general descriptions of items that are eligible for purchase with Federal Food Stamps and items that are ineligble. Study these lists.

PART I--Eligible items

(NOTE: If a product is primarily used as a food or in preparing food, then it is an eligible item.)

A. Any food or food product for human consumption

B. Vegetable seeds and plants used in home gardens to produce food for the eligible household

C. Snack foods

EXAMPLES: Candy, soft drinks, potato chips, and chewing gum

D. Sales tax on any eligible items

E. Distilled water, if not labeled for non-food use

F. Ice

G. Certain speciality foods

EXAMPLES: Special dietary food, such as diabetic and dietetic enriched or fortified foods; infant formulas; and certain foods commonly referred to as health food items

H. Deposits on bottles and other containers holding eligible foods

I. Certain items which are normally consumed only after being incorporated into food with other ingredients

EXAMPLES: Pectin, commonly used as a base in making jams and jellies; lard; and vegetable oil.

Continued on next page . . .

Information Sheet (p. 2)

PART II--Ineligible items

A. Alcoholic beverages (including beer)

B. Tobacco and tobacco products

C. Laundry starch

D. Vitamins and minerals

E. Gasoline and oil products

F. Soap, detergents, or any kind of soap products

G. Cosmetics, toiletry articles, health and beauty aids

H. Clothing

I. Paper products

J. Hardware of any kind

K. Pet or other animal foods

L. Food preservation equipment

M. Distilled water labeled for non-food use

N. Medicines

EXAMPLES: Aspirin, cough drops and other cold remedies, antacids, and all patent medicines or other products used as health aids

O. Any other non-food items

RINGING UP FEDERAL FOOD STAMP PURCHASES

ASSIGNMENT SHEET #1--FEDERAL FOOD STAMP RULES

Can you identify the following merchandise as being eligible or ineligible for payment with Federal Food Stamps?

Directions: Read each item. Write an "E" in the blank before each eligible item. Write an "NE" in the blank before each ineligible item.

1. _____Milk
2. _____Cigarettes
3. _____Ice cream
4. _____Soft drinks
5. _____Soup
6. _____Paper towels
7. _____Pet food
8. _____Broom
9. _____Cigars
10. _____Gum
11. _____Eggs
12. _____Toothpaste
13. _____Bread
14. _____Pickles
15. _____Mop
16. _____Magazine
17. _____Butter
18. _____Apples
19. _____Tomato plants
20. _____Cooking sprays
21. _____Hamburger
22. _____Fish
23. _____Sugar
24. _____Salt
25. _____Napkins
26. _____Candy
27. _____Fruit juice
28. _____Dish washing liquid
29. _____Cheese
30. _____Ice

INFORMATION SHEET

THE DO'S OF RINGING ORDERS FOR CUSTOMERS USING FEDERAL FOOD STAMPS

Ringing up orders of merchandise for customers who pay with Federal Food Stamps is similiar to ringing other orders with a few exceptions.

PART I--Identifying Federal Food Stamps

(NOTE: The terms "Federal Food Stamps" and "Federal Food Coupons" are used interchangibly.)

A. The $1.00 coupon is brown with a picture of the signing of the Declaration of Independence on it

B. The $5.00 coupon is purple with a picture of Thomas Jefferson on it

C. The $10.00 coupon is green with a picture of Alexander Hamilton on it

PART II--Ringing up orders on manual and some electronic cash registers without a NON-FOOD key

A. Ask customer for Food Stamp Identification Card if they are not regular food stamp customers or you have any doubt about their eligibility

B. Separate eligible food items from ineligible items

C. Ring up eligible items

1. Ring up eligible items on the cash register in the usual manner

2. Register a subtotal for the eligible items

3. Calculate and ring up applicable tax, if necessary

   (NOTE: Some registers automatically add tax.)

4. Ask customer for stamps

5. Accept loose $5.00 and $10.00 coupons only when presented with coupon book bearing the same serial number as the loose coupons.

6. If change is due the customer, give the change in $1.00 unendorsed food stamps, and cash change for 99¢ and below

Information Sheet (p. 2)

D. Ring up ineligible items

1. Ring up ineligible items in the usual manner
2. Ring up applicable tax in usual manner
3. Accept customer's cash payment for ineligible items and return change in usual manner.

PART III--Ringing up orders on electronic cash registers with a NON-FOOD key

A. Ask customer for Food Stamp Identification Card if they are not regular food stamp customers

B. Ring up all items, eligible and ineligible, in the usual manner

(NOTE: Depress proper department keys for all items, including NON-FOOD items.)

C. Depress subtotal

D. Tell the customer the amount of purchase

EXAMPLE: "Sir, your order comes to $27.69."

E. Depress FOOD STAMP key

F. Tell customer amount of purchase on food stamp eligible items

EXAMPLE: "Your food stamp total is $21.54."

G. Collect food stamps

H. Enter amount of total food stamp payment

I. Depress FOOD STAMP key

J. Tell customer cash total amount

EXAMPLE: "Your cash total is $6.15."

K. Accept customer's cash payment

L. Enter amount of cash tendered into machine, depressing the CASH TENDERED key

(NOTE: The cash drawer will open and window will indicate change due for both cash and food stamps.)

Information Sheet (p. 3)

M. If change is due the customer, give him the change in $1.00 unendorsed food stamps, and cash change for 99¢ and below

RINGING UP FEDERAL FOOD STAMP PURCHASES

ASSIGNMENT SHEET #2--FEDERAL FOOD STAMP RULES

Directions: Read the following statements. Write a "T" in the blank before each true statement. Write an "F" in the blank before each false statement.

_____1. Alcoholic beverages may be purchased with food stamps.

_____2. A cashier/checker never gives cash as change for food coupons.

_____3. It is acceptable to give a $5.00 food stamp for change.

_____4. Food stamps may be used to pay bottle or other container deposits.

_____5. Food coupons may be used to pay a credit account as long as it is for the same person.

_____6. Food coupons can not be used to purchase "lunch counter" items consumed on the premises.

_____7. Soap can not be bought with food coupons.

_____8. Accept loose $5.00 and $10.00 coupons only when presented with coupon books bearing the same serial numbers.

_____9. A good cashier/checker refers to Official Food List when in doubt about an item being eligible or ineligible.

_____10. If change is due, give customer the change in $1.00 unendorsed food stamps, and cash for change of 99¢ or less.

CASHIER/CHECKER

ASSIGNMENT SHEET #3--HANDLING FOOD STAMPS

Directions: Place a check in the space (either Yes or No) that best answers each statement or question.

		Yes	No
A.	Can you buy the items below with food stamps?		
	1. Bobby pins	( )	( )
	2. Ice cream	( )	( )
	3. Pork chops	( )	( )
	4. Six-pack of root beer in cans	( )	( )
	5. Dinner napkins	( )	( )
	6. Dog food	( )	( )
	7. Bottle deposits	( )	( )
B.	A woman hands you a loose $10.00 food stamp to pay for her order. She has no booklet. May you accept it?	( )	( )
C.	A man has shown his Food Stamp Identification Card. Then he tears two $5.00 food stamps from a booklet. Should you accept them?	( )	( )
D.	A woman has shown her Food Stamp Identification Card. Then she tears three $5.00 food stamps from a booklet and hands them to you with three loose $1.00 food stamps. Should you accept them?	( )	( )
E.	The most cash change a customer may receive for a food stamp order is 99¢.	( )	( )
F.	Food stamps should be treated the same as real money.	( )	( )
G.	Food stamps come in denominations of 50¢, $2.00, and $5.00.	( )	( )
H.	A customer's order consists of food stamp items and a six-pack of beer. You must complete two separate transactions.	( )	( )
I.	When ringing up a food stamp order, all items should be recorded on the grocery key on your register.	( )	( )

Assignment Sheet #3 (p. 2)

J. A customer hands you a loose $1.00 food stamp to pay for a 47¢ order. Should you accept it? ( ) ( )

K. A food stamp order totals $5.77. The customer gives you two $5.00 food stamps. You should give the customer four $1.00 food stamps and 23¢ in cash change. ( ) ( )

L. A food stamp order totals $15.23. The customer gives you four $5.00 food stamps. You should give the customer four $1.00 food stamps and 77¢ in cash change. ( ) ( )

M. Candy may be paid for with food stamps. ( ) ( )

N. Kitchen utensils used for cooking food may be paid for with food stamps. ( ) ( )

RINGING UP FEDERAL FOOD STAMP PURCHASES

JOB SHEET #1--RING UP FOOD STAMP ORDERS

Use a cash register in your classroom and ring up the following orders. Each includes the use of food stamps in payment of the purchase. Write answers in the spaces provided and attach your register receipt tape to this sheet.

EXERCISE 1

$ .20	groc
.19	groc
.33	groc
1.44	prod
2.99	non-food
3.44	meat
.44	HBA
.55	non-food
1.18	dairy
2.88	meat
.66	groc
.77	groc
.18	groc
.16	groc
.28	non-food
1.55	meat
1.19	non-food
3.33	groc
	Subtotal
	Food Stamp Total
$20.00	Food Stamp Tendered
$10.00	Cash Tendered
	Change
	Food Stamp Change

EXERCISE 2

$ .99	tobacco
.88	groc
.33	groc
.77	non-food
.66	dog food
.55	groc
.33	prod
.22	prod
.45	non-food
.11	groc
.08	groc
1.44	prod
2.88	meat
3.19	beer
10.11	meat
2.18	dairy
1.40	dairy
12.44	meat
	Subtotal
	Food Stamp Total
$40.00	Food Stamp Tendered
$10.00	Cash Tendered
	Change
	Food Stamp Change

SIX MORE PROBLEMS, COMING UP . . .

Job Sheet #1 (p. 2)

EXERCISE 3

$ .15	groc
.22	non-food
.19	groc
2.25	meat
1.25	dairy
4.19	non-food
3.22	meat
1.19	prod
.89	prod
1.45	meat
.33	non-food
.19	groc
.18	groc
.17	groc
1.38	non-food
1.19	prod
.38	groc
______	Subtotal
______	Food Stamp Total
$15.00	Food Stamp Tendered
$10.00	Cash Tendered
______	Change
______	Food Stamp Change

EXERCISE 4

$ .22	tobacco
.19	non-food
.17	groc
.16	groc
.33	tobacco
.22	groc
.19	groc
1.22	meat
2.44	non-food
.19	groc
.44	groc
.18	groc
.55	dog food
.66	dairy
.88	dairy
1.19	non-food
1.55	prod
______	Subtotal
______	Food Stamp Total
$10.00	Food Stamp Tendered
$ 8.00	Cash Tendered
______	Change
______	Food Stamp Change

EXERCISE 5

$ .41	canned beets
.33	salt
.29	pepper
2.79	hamburger
4.09	broom
.47	cabbage
7.99	cigarettes
2.39	cokes
.70	bottle deposit
.25	vender coupon
______	Subtotal
______	Food Stamp Total
$15.00	Food Stamp Tendered
$10.00	Cash Tendered
______	Change
______	Food Stamp Change

EXERCISE 6

$ 2.79	Crisco oil
1.89	Pam cooking spray
1.09	Tom Collins mix
.87	cherries
3.29	beer
.69	ice
.30	gum
2.97	peanuts
4.26	hamburger
.29	store coupon
______	Subtotal
______	Food Stamp Total
$20.00	Food Stamp Tendered
$10.00	Cash Tendered
______	Change
______	Food Stamp Change

Continued . . .

Job Sheet #1 (p. 3)

EXERCISE 7

$ 1.98	oranges
.49	radishes
1.19	dish soap
.47	canned corn
.69	canned peas
2.89	dog food
.89	paper towels
.53	hand soap
4.29	T-bone steak
1.19	chicken
3.49	floor wax
	Subtotal
	Food Stamp Total
$15.00	Food Stamp Tendered
$15.00	Cash Tendered
	Change
	Food Stamp Change

EXERCISE 8

$ .41	canned green beans
4.29	beer
8.17	cigarettes
6.89	pot roast
2.19	apples
.89	eggplant
2.19	16-ounce cokes
.70	deposit on bottles
2.69	Tums
1.89	Tums
2.59	hair spray
	Subtotal
	Food Stamp Total
$25.00	Food Stamp Tendered
$20.00	Cash Tendered
	Change
	Food Stamp Change

CASHIER/CHECKER

CC-B7

CALCULATING UNIT PRICE OF MULTIPLE-PRICED ITEMS

INTRODUCTION

As a cashier/checker, you will have to check out multiple-priced items. These are items sold in a specific quanitity for one price, such as six cans of soup for $1.00. It is your responsibility to see that the customer is charged the correct price for these items, whether he or she buys the total number of items or only part of the items marked at that price. The learning activities in this module are designed to help you learn how to calculate unit prices of multiple-priced items.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, arrange with your instructor to do the job sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given examples of multiple-priced items of merchandise, correctly calculate the price that would be charged for one or more of each of the items.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Determining Prices of Multiple-Priced Items. (Page 3)

   (or)____

2. Check your knowledge by completing Job Sheet #1, Calculating Unit Prices. (Page 4)

3. Check your knowledge by completing Job Sheet #2, Determine Prices of Multiple-Priced Items. (Pages 5 through 8)

4. Turn in completed LAP to your instructor.

INFORMATION SHEET

DETERMINING PRICES OF MULTIPLE-PRICED ITEMS

As a cashier/checker you will have to ring up orders containing multiple-priced items.

PART I--Facts about multiple-priced items

A. Multiple pricing is the process the store uses in pricing items in quantity lots

B. Multiple pricing is done for two main reasons

  a. To sell larger quantities of merchandise.

  b. To offer customers a savings when buying larger quantities of merchandise.

C. If there are multiple-priced items in an order of merchandise, you should place these items together before ringing up the order

D. If the customer has purchased the correct number of items, you ring up the correct amount for the group.

E. If the customer has not purchased the total number of items, you will have to determine the correct price that should be charged.

PART II--Determining prices of multiple-priced items

A. To find the price of one unit when the group price is given, you divide the price by the number of units.

EXAMPLE: When you check out a can marked 6/$1.00, you divide $1.00 by 6 to find the price of one unit. If the answer is not a whole number, you raise the price to the next cent. In this case, it would be 17¢ for each can.

B. If the customer buys more than one item but not enough for the group price, many automatic cash registers will multiply the cost of one item by the number being purchased.

EXAMPLE: A customer buys four cans of frozen orange juice price-marked 6/$1.25. One can of juice would cost 21¢. Four cans would cost 84¢

Information Sheet (p. 2)

C. If your machine will not multiply nor "split the price," you should ring each item separately.

(NOTE: "Split the price" is a term used to indicate that a multiple-priced group of items has been divided.)

EXAMPLES: If the customer purchases the number of items specified by the group

price, such as four cans of tomato juice for 99¢ (4/99¢), ring up the group price, 99¢.

If the customer buys less than the number of items specified by the group price, such as one can of tomato juice priced at 4/99¢, you will need to divide the group price (99¢) by the number of items (4) to determine the cost of one can of juice:

99¢-4 = 24 3/4¢ = 25¢ per can.

If the customer buys two cans of the juice, you ring up two entries at 25¢ per can.

If the customer buys three cans of the juice, you ring up three single entries of 25¢.

CALCULATING UNIT PRICE OF MULTIPLE-PRICED ITEMS

JOB SHEET #1--CALCULATE UNIT PRICES

Given the prices of each item below, calculate the amount that would be charged to a customer who wants to purchase only one of each of the items.

1. 4 for $1.25 __________
2. 1 for 29¢ __________
3. 3 for 29¢ __________
4. 4 for 89¢ __________
5. 1 for $1.49 __________
6. 3 for 27¢ __________
7. 1 for 21¢ __________
8. 4 for 83¢ __________
9. 5 for 27¢ __________
10. 6 for $1.19 __________
11. 1 for 33¢ __________
12. 1 for 15¢ __________
13. 6 for 19¢ __________
14. 3 for 65¢ __________
15. 1 for 99¢ __________
16. 8 for 55¢ __________
17. 2 for 19¢ __________
18. 5 for 29¢ __________
19. 7 for $1.13 __________
20. 2 for $1.49 __________

SUBTOTAL __________

21. 7 for $1.89 __________
22. 4 for 14¢ __________
23. 6 for 77¢ __________
24. 3 for $4.99 __________
25. 8 for $1.53 __________
26. 9 for $1.89 __________
27. 12 for 87¢ __________
28. 15 for 27¢ __________
29. 6 for $1.39 __________
30. 8 for 89¢ __________
31. 9 for 99¢ __________
32. 5 for $3.89 __________
33. 8 for $1.47 __________
34. 3 for $4.17 __________
35. 2 for $7.41 __________
36. 4 for $5.28 __________
37. 3 for $8.52 __________
38. 9 for $2.58 __________
39. 2 for $9.63 __________
40. 5 for $3.69 __________

TOTAL __________

CALCULATING UNIT PRICE OF MULTIPLE-PRICED ITEMS

JOB SHEET #2--DETERMINE PRICES OF MULTIPLE-PRICED ITEMS

In order to check yourself on working with multiple-priced items, work the following exercise on your cash register. Use the method described on page 3 and write your answers on the lines provided. The first problem has been done for you as an example.

		Price for 1 item	Price for 2 items	Price for 3 items
1.	5 for 79¢	16¢	32¢	48¢
2.	7 for 98¢			
3.	6 for $1.00			
4.	5 for 75¢			
5.	7 for 89¢			
6.	10 for 60¢			
7.	3 for 25¢			
8.	5 for 48¢			
9.	4 for 29¢			
10.	8 for 70¢			
11.	9 for $1.00			
12.	4 for 87¢			
13.	5 for $1.29			
14.	6 for 99¢			
15.	12 for $1.00			
16.	4 for 99¢			
17.	3 for 27¢			
18.	6 for $1.16			
19.	12 for $1.24			
20.	9 for 98¢			

CONTINUED ....

Job Sheet #2 (p. 2)

		Price for 1 Item	Price for 2 Items	Price for 3 Items	Price for 4 Items	Price for 5 Items
21.	6 for $1.00					
22.	2 for 79¢			XX	XX	XX
23.	8 for $1.50					
24.	3 for $1.00				XX	XX
25.	5 for $1.00					
26.	2 for 89¢			XX	XX	XX
27.	7 for $1.00					
28.	6 for 99¢					
29.	3 for 89¢				XX	XX
30.	7 for $2.00					
31.	4 for 89¢					XX
32.	10 for $1.00					
33.	2 for 39¢			XX	XX	XX
34.	6 for $1.29					
35.	9 for 99¢					
36.	5 for $1.29					
37.	15 for $1.00					
38.	12 for $1.00					
39.	7 for 99¢					
40.	6 for $1.19					
41.	2 for 49¢			XX	XX	XX
42.	2 for 99¢			XX	XX	XX
43.	4 for $1.98					XX
44.	4 for 59¢					XX
45.	5 for 89¢					

Job Sheet #2 (p. 2)

	Price for 1 Item	Price for 2 Items	Price for 3 Items	Price for 4 Items	Price for 5 Items
46. 8 for 89¢					
47. 6 for 79¢					
48. 6 for 69¢					
49. 5 for 63¢					
50. 4 for 51¢					XX
51. 3 for 39¢				XX	XX
52. 3 for 31¢				XX	XX
53. 2 for 29¢			XX	XX	XX
54. 2 for $1.19			XX	XX	XX
55. 2 for 77¢			XX	XX	XX
56. 7 for 89¢					
57. 25 for $1.00					
58. 20 for $1.00					
59. 4 for $1.00					XX
60. 10 for $1.98					
61. 10 for 99¢					
62. 6 for 39¢					
63. 3 for 99¢				XX	XX
64. 3 for 79¢				XX	XX
65. 11 for $1.00					
66. 8 for $1.00					
67. 8 for 93¢					
68. 9 for 97¢					
69. 4 for 63¢					XX
70. 6 for 98¢					

Job Sheet #2 (p. 3)

	Price for 1 Item	Price for 2 Items	Price for 3 Items	Price for 4 Items	Price for 5 Items
71. 3 for $1.19				XX	XX
72. 3 for 25¢				XX	XX
73. 2 for 87¢			XX	XX	XX
74. 3 for 27¢				XX	XX
75. 9 for 94¢					
76. 9 for 89¢					
77. 3 for 98¢				XX	XX
78. 5 for 91¢					
79. 10 for $1.39					
80. 7 for 98¢					
81. 5 for 43¢					
82. 3 for 79¢				XX	XX
83. 7 for $2.00					
84. 5 for 49¢					
85. 6 for 65¢					
86. 3 for 51¢				XX	XX
87. 3 for 87¢				XX	XX
88. 7 for 39¢					
89. 4 for $1.53					XX
90. 10 for 85¢					
91. 3 for 83¢				XX	XX
92. 2 for $1.45			XX	XX	XX
93. 3 for $2.99				XX	XX
94. 3 for 64¢				XX	XX
95. 6 for 49¢					

CASHIER/CHECKER

CC-B8

CORRECTING CASH REGISTER ERRORS

INTRODUCTION

As a retail store cashier/checker, you will make register errors. You will be expected to recognize the errors, correct them, and continue to ring up the order. Should you be operating a cash register that does not have a void key, you will also be expected to fill out error correction forms. The learning activities in this module are designed to help you learn how to void the error, rering the correct amount, ring up the order, and complete the proper forms.

DIRECTIONS

Before you start to work on this module, be sure you have completed "Operating the Cash Register," and/or "Operating the Electronic Cash Register" modules. If you have completed these modules, and you think that you are already able to perform this task, arrange with your instructor to do the assignment sheets and job sheets,

or

if you need to complete learning activities in order to be able to do the task, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided a cash register, orders of merchandise containing errors, and error correction forms, ring the orders, making all indicated corrections.

Learning Activities

1. Read Information Sheet, Types of Cash Register Errors. (Page 3)

   (or)______________________________

2. Check your knowledge by completing Assignment Sheet #1, Identifying Cash Register Erros. (Page 4)

   (or)______________________________

3. Read Information Sheet, Correcting Cash Register Errors on a Machine With a Printing Table. (Pages 5 and 6)

   (or)______________________________

4. Check your knowledge by completing Job Sheet #1, Correcting Errors on a Machine With a Printing Table. (Pages 7 and 8)

5. Read Information Sheet, Correcting Cash Register Errors on a Machine without a Printing Table. (Pages 9 through 11)

   (or)______________________________

6. Check your knowledge by completing Job Sheet #2, Correcting Cash Register Errors on a Machine Without a Printing Table. (Pages 12 and 13)

7. Turn in completed LAP to your instructor.

INFORMATION SHEET

TYPES OF CASH REGISTER ERRORS

All cashier/checkers, regardless of how good they are at their jobs, make mistakes at times in ringing up a customer's order.

PART I--Types of cash register errors

A. OVERRING--This is a situation where the cashier-checker charges a customer more for an item than it is priced.

EXAMPLE: 59¢ instead of 49¢

This error can have several causes:

1. The cashier/checker mistakenly pushes the incorrect amount keys.
2. The cashier/checkr reads the price incorrectly
3. The cashier/checker rings up an item that has been marked with an incorrect price

B. UNDERRING--This is a situation where the cashier-checker charges a customer less for an item than it is priced.

EXAMPLE: 49¢ instead of 59¢

The reasons for this error are the same as for an OVERRING.

C. DEPARTMENTAL--This is a situation where the cashier/checker charges the amount of the item to an incorrect department

PART II--Additional facts about cash register errors

A. You can have a combination of these errors such as an overring along with a departmental error

EXAMPLE: 39¢ grocery instead of 29¢ produce

B. Regardless of the type of error or the reasons for the error, the cashier/checker needs to be able to correct it as quickly and efficiently as possible.

CORRECTING CASH REGISTER ERRORS

ASSIGNMENT SHEET #1--IDENTIFYING CASH REGISTER ERRORS

Directions: Listed below are examples of errors that are made by cashier/checkers when ringing up orders of merchandise. Identify each error by writing underring, overring, or departmental in the correct blanks.

	INCORRECT ENTRY	SHOULD BE	TYPE OF ERROR
1.	$ .49 produce	$ .59 produce	1.____________
2.	.89 meat	.79 meat	2.____________
3.	1.25 grocery	1.25 produce	3.____________
4.	.99 produce	.89 produce	4.____________
5.	1.23 meat	1.23 grocery	5.____________
6.	4.99 meat	3.99 meat	6.____________
7.	9.11 grocery	7.11 grocery	7.____________
8.	12.99 meat	2.99 meat	8.____________
9.	8.88 grocery	9.88 grocery	9.____________
10.	6.66 meat	6.66 grocery	10.____________

INFORMATION SHEET

CORRECTING CASH REGISTER ERRORS ON A MACHINE WITH A PRINTING TABLE

When you make an error (either overring, underring, or departmental) on a cash register that has a printing table, a Credit Summary Form is generally used to report the error.

PART I--Procedures used in correcting errors on a cash register that has a printing table:

A. Fill out a Credit Summary Form including the date, your name, and register number (Figure 1)

B. Place the Credit Summary Form on the printing table and line up the spaces on the form with those on the printing table (Figure 2)

C. Depress the void key, the amount keys of the error, and the departmental key

D. Remove the Credit Summary Form from the printing table and put it in a convenient place

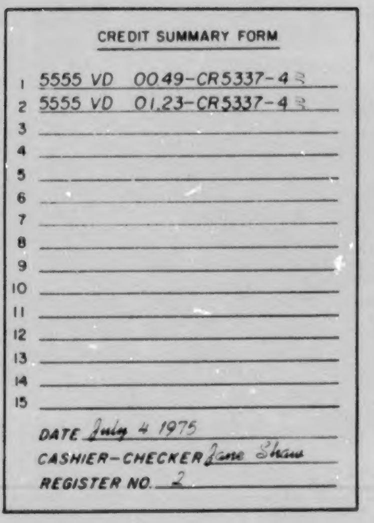
E. Re-enter the correct amount and department of the incorrectly registered item

F. Continue to ring up the remaining items

G. Bracket the incorrect entry after tearing off the customer's receipt tape; explain it to the customer

EXAMPLES:

FIGURE 1

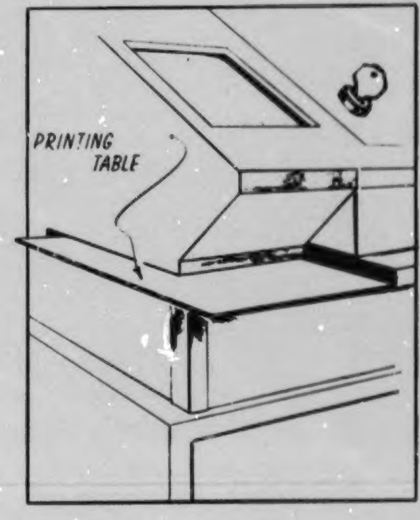


CREDIT SUMMARY FORM

1 5555 VD 0049-CR5337-43
2 5555 VD 01.23-CR5337-43
3
4
5
6
7
8
9
10
11
12
13
14
15

DATE July 4 1975
CASHIER-CHECKER Jane Shaw
REGISTER NO. 2

FIGURE 2



Information Sheet (p. 2)

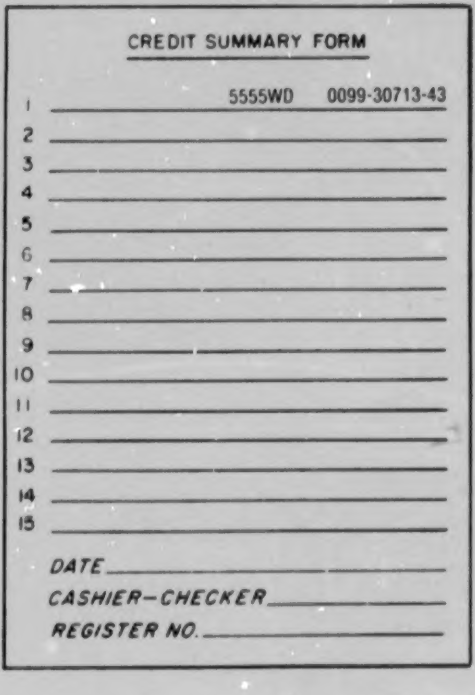
PART II--Procedures used in correcting an underring

(NOTE: Below is an example of an underring. A 69¢ grocery item was entered on the cash register as a 49¢ grocery item.)

1. Informed the customer that an error had been made and would be corrected
2. Placed the Credit Summary Form on the printing table and inserted it so that the void would appear as the next transaction (Figure 3)
3. Depressed the void key, the 49¢ amount keys, and the grocery department key
4. Removed the Credit Summary Form from the printing table
5. Entered the 69¢ grocery item
6. Entered the remaining items of the order
7. Bracketed the incorrect entry after tearing off the customer's receipt tape; explained it to the customer (Figure 4)

EXAMPLES:

FIGURE 3

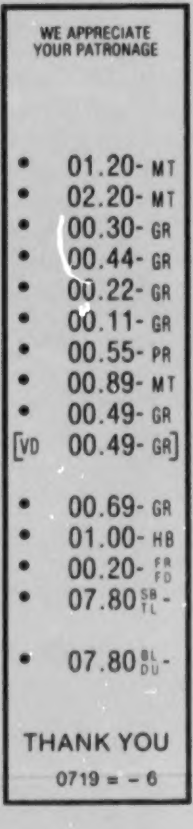


CREDIT SUMMARY FORM

1 5555WD 0099-30713-43
2 ________
3 ________
4 ________
5 ________
6 ________
7 ________
8 ________
9 ________
10 ________
11 ________
12 ________
13 ________
14 ________
15 ________

DATE ________
CASHIER-CHECKER ________
REGISTER NO. ________

FIGURE 4



WE APPRECIATE
YOUR PATRONAGE

● 01.20- MT
● 02.20- MT
● 00.30- GR
● 00.44- GR
● 00.22- GR
● 00.11- GR
● 00.55- PR
● 00.89- MT
● 00.49- GR
[VD 00.49- GR]

● 00.69- GR
● 01.00- HB
● 00.20- FR FD
● 07.80 SB TL -

● 07.80 BL DU -

THANK YOU
0719 = - 6

CORRECTING CASH REGISTER ERRORS

JOB SHEET #1--CORRECTING ERRORS ON A MACHINE WITH A PRINTING TABLE

Ring up the following orders on your register and make the indicated error corrections using the Credit Summary Form on page 8.

ORDER NO. 1

.10 groc
.21 groc
.33 groc
.54 groc (should be .64)
.36 prod
.25 misc
.65 meat

ORDER NO. 2

.89 meat
.98 meat
1.00 misc (should be .10)
.65 prod
.95 dairy
.76 groc
.25 misc

ORDER NO. 3

.12 groc
.59 groc
1.59 dairy
1.98 groc
2.00 groc (should be misc)
1.50 prod

ORDER NO. 4

.90 groc
.75 meat
1.59 groc (should be 1.49)
1.85 groc
.79 misc
.85 prod

ORDER NO. 5

.85 prod
1.60 groc
1.85 groc (should be $2.00)
.90 meat
.79 groc
.85 groc

ORDER NO. 6

.69 groc
.95 meat
.90 meat (should be dairy)
1.15 misc
1.69 misc
1.85 groc

Job Sheet #1 (p. 2)

Cut out the Credit Summary Form below to record your corrections.

CREDIT SUMMARY FORM

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

7 ______________________________

8 ______________________________

9 ______________________________

10 ______________________________

11 ______________________________

12 ______________________________

13 ______________________________

14 ______________________________

15 ______________________________

DATE ____________________

CASHIER / CHECKER ____________________

REGISTER NO. ____________________

INFORMATION SHEET

CORRECTING ERRORS ON A MACHINE WITHOUT A PRINTING TABLE

PART I--Procedures for correcting overring errors on a machine without a printing table

A. Immediately tell the customer that you have made an overring

B. Explain that you will deduct the amount of the overring from the total of the order

C. Continue to ring up the order

D. After you have registered a total for the order, write on the customer's receipt the amount of the overring and subtract it from the total

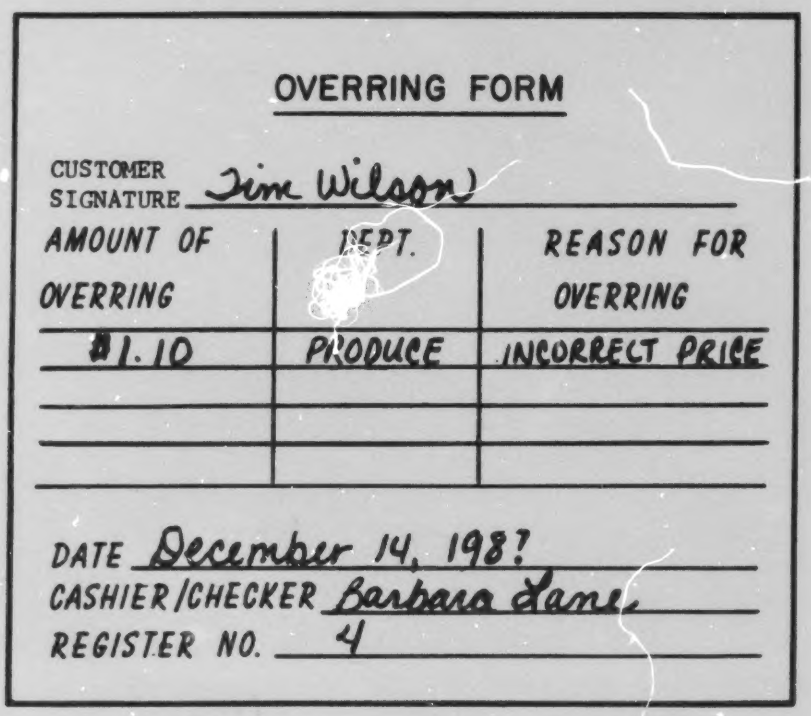
E. Bracket the item that was overrung

F. Explain this to the customer

G. Fill out an overring form including date, register number, your initials, and the reason for the overring (Figure 5)

EXAMPLE:

FIGURE 5



OVERRING FORM

CUSTOMER SIGNATURE Tim Wilson

AMOUNT OF OVERRING	DEPT.	REASON FOR OVERRING
$1.10	PRODUCE	INCORRECT PRICE

DATE December 14, 198?
CASHIER/CHECKER Barbara Lane
REGISTER NO. 4

Information Sheet (p. 2)

H. Have customer sign the overring form and put it into the cash drawer

PART II--Procedures for correcting underring errors on a machine without a printing table

A. Immediately call the customer's attention to the underring

B. Tell the customer that you are going to enter the voided amount of the underring as the next transaction

C. Enter the voided amount of the underring on the cash register as the next transaction

D. Complete ringing up the total order of merchandise

E. Tear off the customer's receipt and bracket both the underring error and the error correction

F. Show and explain the brackets to the customer

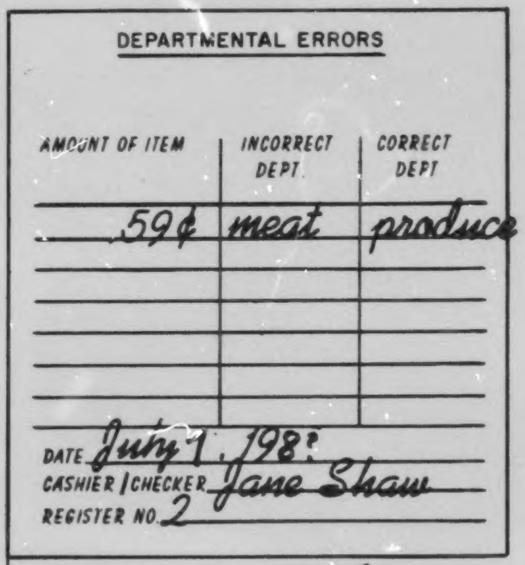
PART III--Procedures for correcting departmental errors on a machine without a printing table

A. Immediately tell the customer about the error

B. Fill out a Departmental Error Form including the date, your name, the register number, the amount of the item, the incorrect department, and the correct department (Figure 6)

EXAMPLE:

FIGURE 6



DEPARTMENTAL ERRORS

AMOUNT OF ITEM	INCORRECT DEPT.	CORRECT DEPT
59¢	meat	produce

DATE July 1, 198?
CASHIER/CHECKER Jane Shaw
REGISTER NO. 2

C. Register remaining items on the cash register

D. After the order has been rung up, remove the customer's receipt tape from the cash register, bracket the departmental error, and write the correct department on the tape

CORRECTING CASH REGISTER ERRORS

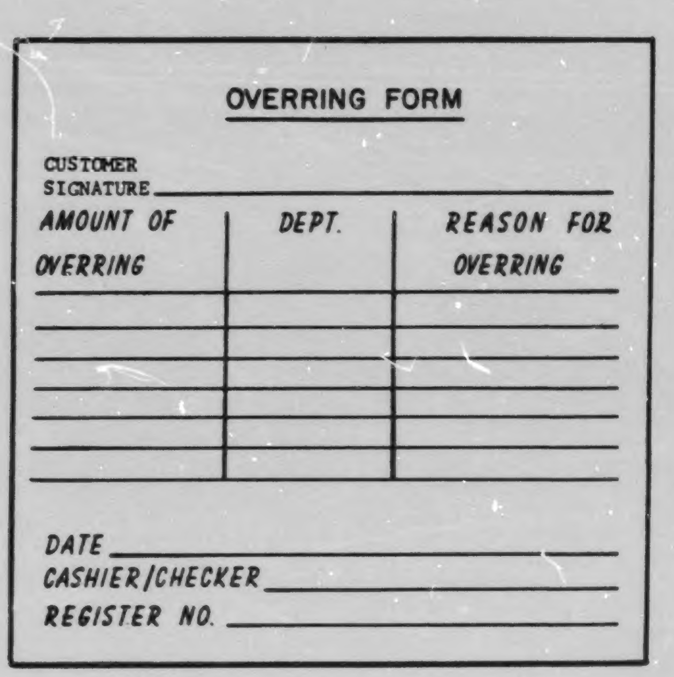
JOB SHEET #2--CORRECTING CASH REGISTER ERRORS ON A MACHINE WITHOUT A PRINTING TABLE

PART I--Overrings

Ring up the following orders and make the indicated corrections using the Overring Form provided (Figure 7). Attach your register receipt tape to this sheet.

ORDER NO. 1	ORDER NO. 2
1.50 groc	1.75 meat
.75 prod	.60 prod
.85 meat	.35 misc (should be .25)
.70 groc (should be .60)	.55 groc
.85 groc	.95 groc
.90 meat	.80 groc

FIGURE 7



OVERRING FORM

CUSTOMER SIGNATURE ______________________

AMOUNT OF OVERRING	DEPT.	REASON FOR OVERRING

DATE ______________________

CASHIER/CHECKER ______________________

REGISTER NO. ______________________

CONTINUED ON NEXT PAGE ....

Job Sheet #2 (p. 2)

PART II--Underrings

Ring up the following orders and make the necessary corrections. Attach your register receipt tape to this sheet.

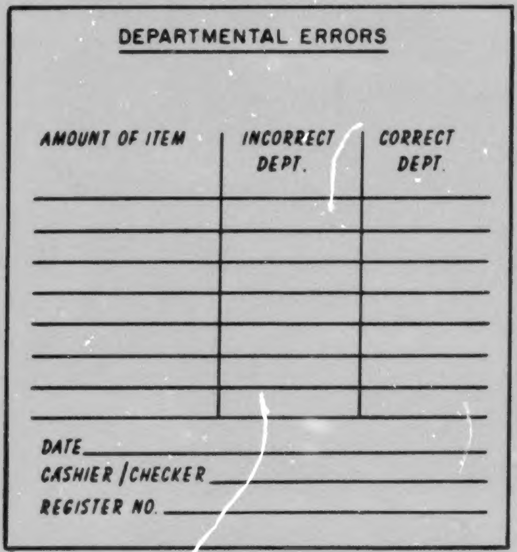
ORDER NO. 3	ORDER NO. 4
.75 groc	.95 prod
.85 groc	.90 groc
.95 meat	.85 prod
1.00 groc (Should be $1.10)	.75 meat (should be .95)
.85 prod	.65 groc
.90 misc	.85 groc

PART III--Departmental Errors

Ring up the following orders and make the necessary corrections using the Departmental Error Form provided (Figure 8). Attach your register receipt tape to this sheet.

ORDER NO. 5	ORDER NO. 6
.90 groc	.85 meat
.80 groc	.75 meat
.95 groc (should be .95 dairy)	.65 misc
.85 dairy	.85 groc
1.55 misc	1.65 dairy (should be $1.65 groc)
.65 prod	.90 misc

FIGURE 8



DEPARTMENTAL ERRORS

AMOUNT OF ITEM	INCORRECT DEPT.	CORRECT DEPT.

DATE ____________

CASHIER / CHECKER ____________

REGISTER NO. ____________

CASHIER/CHECKER

CC-B9

COMPLETING THE CASH REGISTER BALANCE SHEET

INTRODUCTION	Cashier/checkers may have to close out their cash registers at the end of a business session. This activity may include counting and listing the amount of monies in the register, and listing the checks received during the day. It may also include closing the register. (This is usually done by the manager or a representative of the manager.) This module is designed to help you learn how to close out a cash register at the end of a working session and how to complete a cash register balance sheet.
DIRECTIONS	Read the objective below. If you think that you are already able to perform this task, arrange with your instructor to do the assignment sheets, or if you need to complete learning activities in order to be able to do the task, find the learning activities inside this module and go through them in the order in which they are listed.
OBJECTIVE	Provided cash register data and a cash register balance sheet, close out the cash register by filling out all of the necessary information on the balance sheet with 100% accuracy.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Reading and Resetting the Cash Register. (Pages 3 and 4)

   (or)______________________________

2. Read Information Sheet, Filling Out the Cash Register Balance Sheet. (Pages 5 through 7)

   (or)______________________________

3. Check your knowledge by completing Assignment Sheet #1, Completing the Cash Register Balance Sheet. (Pages 8 and 9)

4. Turn in completed LAP to your instructor.

INFORMATION SHEET

READING AND RESETTING THE CASH REGISTER

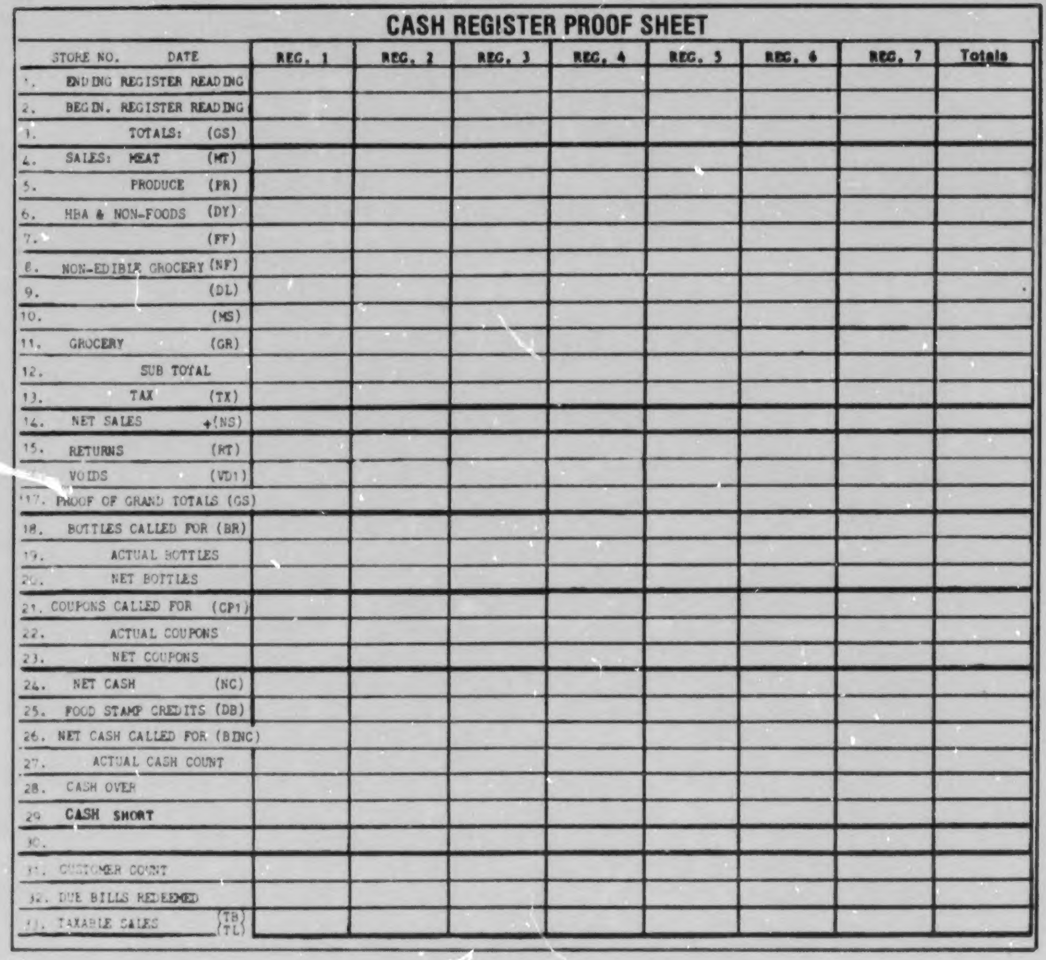
At the end of each work day, a manager will read or close each register. This reading provides the store with daily records, the amount of sales by department, and other information for future planning.

PART I--Facts about reading and resetting cash registers

A. A register proof sheet may be completed to record the day's transactions (Figure 1)

EXAMPLE: Cash Register Proof Sheet

FIGURE 1



CASH REGISTER PROOF SHEET

STORE NO. DATE	REG. 1	REG. 2	REG. 3	REG. 4	REG. 5	REG. 6	REG. 7	Totals
1. ENDING REGISTER READING								
2. BEGIN. REGISTER READING								
3. TOTALS: (GS)								
4. SALES: MEAT (MT)								
5. PRODUCE (PR)								
6. HBA & NON-FOODS (DY)								
7. (FF)								
8. NON-EDIBLE GROCERY (NF)								
9. (DL)								
10. (MS)								
11. GROCERY (GR)								
12. SUB TOTAL								
13. TAX (TX)								
14. NET SALES +(NS)								
15. RETURNS (RT)								
16. VOIDS (VD1)								
17. PROOF OF GRAND TOTALS (GS)								
18. BOTTLES CALLED FOR (BR)								
19. ACTUAL BOTTLES								
20. NET BOTTLES								
21. COUPONS CALLED FOR (CP1)								
22. ACTUAL COUPONS								
23. NET COUPONS								
24. NET CASH (NC)								
25. FOOD STAMP CREDITS (DB)								
26. NET CASH CALLED FOR (BINC)								
27. ACTUAL CASH COUNT								
28. CASH OVER								
29 **CASH SHORT**								
30.								
31. CUSTOMER COUNT								
32. DUE BILLS REDEEMED								
33. TAXABLE SALES (TB/TL)								

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

B. Information obtained by reading the totals on the machine is printed on the detail audit tape

C. Detail audit tape is kept by store manager for reference

D. Procedures for reading and resetting or closing out the register are usually written in the operator's manual for each machine

E. At the end of the day or at the beginning of the day, the machine is reset to clear it for the new day's business

1. When register is reset, it is cleared of all totals and is prepared to record the new day's totals

2. Register can be read as many times a day as necessary

PART II--Responsibility

Resetting and clearing each register is the responsibility of management personnel since it is necessary to use a register lock key

INFORMATION SHEET

FILLING OUT THE CASH REGISTER BALANCE SHEET

The cashier/checker may also have paperwork responsibilities at the end of each business session. He or she may be required to complete a Cash Register Balance Sheet.

PART I--Purposes of the Cash Register Balance Sheet

A. To check the money in the drawer against the register totals

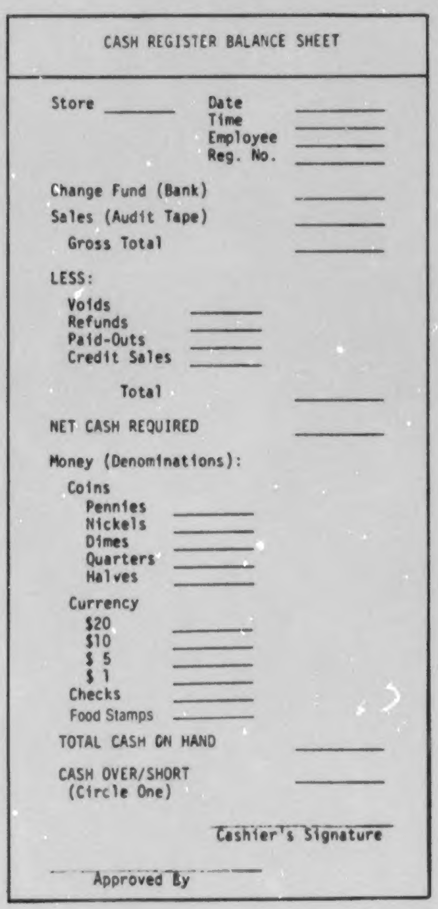
B. To prepare the machine for the next day's business

PART II--Cash Register Balance Sheet

In order to check the money in your drawer against the register total, you must complete a Cash Register Balance Sheet (Figure 2)

EXAMPLE:

FIGURE 2



CASH REGISTER BALANCE SHEET

Store ______ Date ________
Time ________
Employee ________
Reg. No. ________

Change Fund (Bank) ________
Sales (Audit Tape) ________
Gross Total ________

LESS:
Voids ________
Refunds ________
Paid-Outs ________
Credit Sales ________
Total ________

NET CASH REQUIRED ________

Money (Denominations):
Coins
Pennies ________
Nickels ________
Dimes ________
Quarters ________
Halves ________
Currency
$20 ________
$10 ________
$ 5 ________
$ 1 ________
Checks ________
Food Stamps ________
TOTAL CASH ON HAND ________

CASH OVER/SHORT ________
(Circle One)

____
Cashier's Signature

____
Approved By

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

PART III--Steps in completing the Cash Register Balance Sheet

A. Record the store name or number if it is not printed on the balance sheet

B. Record the date and time the register is closed out

C. Record your employee number or initials

D. Record the register name or number

E. Record amount of the change fund

F. Obtain detail audit tape from manager

G. Record total amount of sales from the detail audit tape

H. Calculate the gross total of money handled during the day by adding the change fund and sales together

I. Record voids as appropriate

J. Record refunds as appropriate

K. Record paidouts as appropriate

L. Record credit sales as appropriate

M. Calculate total credit items

N. Calculate net cash by subtracting credit items total from gross totals

O. Record coins by denominations

P. Record bills by denominations

Q. Record total of the checks (taken from Checks Cashed Slip)

R. Calculate total cash and checks by adding the two together

S. Calculate the Cash Over or Short by finding the difference between the Total Cash On Hand and the Net Cash Required

   1. If the Total Cash On Hand is more than the Net Cash Required, you are Over
   2. If the Total Cash On Hand is less than the Net Cash Required, you are Short
   3. Circle Over or Short

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 3)

T. Sign the Cash Register Balance Sheet

U. Get authorized signature or approval from the manager or your supervisor

COMPLETING THE CASH REGISTER BALANCE SHEET

ASSIGNMENT SHEET #1--COMPLETE BALANCE SHEETS

Directions: Check your knowledge of completing a Cash Register Balance Sheet by completing the forms provided for each exercise.

EXERCISE #1

Register No. 3
Fifty dimes
Thirty-five quarters
Twenty-three pennies
Three half-dollars
Sixty nickels
Ten $20.00 bills
Fifteen $10.00 bills
Five $5.00 bills
Twenty-seven $1.00 bills
Change fund $50.00
Checks for $75.00, $35.00, $6.50
$10.50 voids
$3.50 bottle refunds
Paid bread delivery person $35.50
Charge sales $75.50
Sales from audit tape $615.15
Store No. 6
June 30, 198?, 9 p.m.

CASH REGISTER BALANCE SHEET

Store ______ Date ______
Time ______
Employee ______
Reg. No. ______

Change Fund (Bank) ______
Sales (Audit Tape) ______
Gross Total ______

LESS:
Voids ______
Refunds ______
Paid-Outs ______
Credit Sales ______
Total ______

NET CASH REQUIRED ______

Money (Denominations):
Coins
Pennies ______
Nickels ______
Dimes ______
Quarters ______
Halves ______
Currency
$20 ______
$10 ______
$ 5 ______
$ 1 ______
Checks ______
Food Stamps ______

TOTAL CASH ON HAND ______

CASH OVER/SHORT (Circle One) ______

______
Cashier's Signature

______
Approved By

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #1 (p. 2)

EXERCISE #2

Register No. 1
Twenty-four $1.00 bills
Forty $5.00 bills
Sixty $10.00 bills
Ten $20.00 bills
Five half-dollars
Twenty-five quarters
Sixteen nickels
Forty dimes
Thirty-five pennies
Checks for $4.50, $7.75, $9.98
Change fund $100.00
Paid milk delivery person $55.00
Charge sales $65.75
Refunded $10.50
Voided $4.75
Store No. 1
June 28, 198?, 6 p.m.
Sales from audit tape $1,096.13

CASH REGISTER BALANCE SHEET

Store ______
Date ______
Time ______
Employee ______
Reg. No. ______

Change Fund (Bank) ______
Sales (Audit Tape) ______
Gross Total ______

LESS:
Voids ______
Refunds ______
Paid-Outs ______
Credit Sales ______
Total ______

NET CASH REQUIRED ______

Money (Denominations):
Coins
Pennies ______
Nickels ______
Dimes ______
Quarters ______
Halves ______
Currency
$20 ______
$10 ______
$ 5 ______
$ 1 ______
Checks ______
Food Stamps ______
TOTAL CASH ON HAND ______

CASH OVER/SHORT (Circle One) ______

______
Cashier's Signature

______
Approved By

CASHIER/CHECKER

CC-C1

ACCEPTING CUSTOMER PAYMENTS

INTRODUCTION

As a cashier/checker you will have to be able to make change and accept valid checks in payment for customers' purchases. This module is designed to help you learn how to do these two activities.

DIRECTIONS

Read the two objectives below. If you think that you are already able to perform these tasks, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Complete assignment sheets on accepting customer payments with 100% accuracy.

LEARNING ACTIVITIES

1. Read Information Sheet, Parts of a Check. (Pages 3 and 4)
2. Check your knowledge by completing Assignment Sheet #1, Parts of a Check. (Pages 5 and 6)
3. Read Information Sheet, Types of Checks. (Pages 7 and 8)
4. Read Information Sheet, Check-Cashing Procedures. (Pages 9 and 10)
5. Check your knowledge by completing Assignment Sheet #2, Acceptable and Unacceptable Checks. (Pages 11 through 13)
6. Read Information Sheet, How to Make Change Properly. (Pages 14 and 15)
7. Check your knowledge by completing Assignment Sheet #3, Counting Back Change Due. (Page 16)
8. Check your knowledge by completing Assignment Sheet #4, Handling Money. (Pages 17 and 18)
9. Turn in completed LAP to your instructor.

INFORMATION SHEET

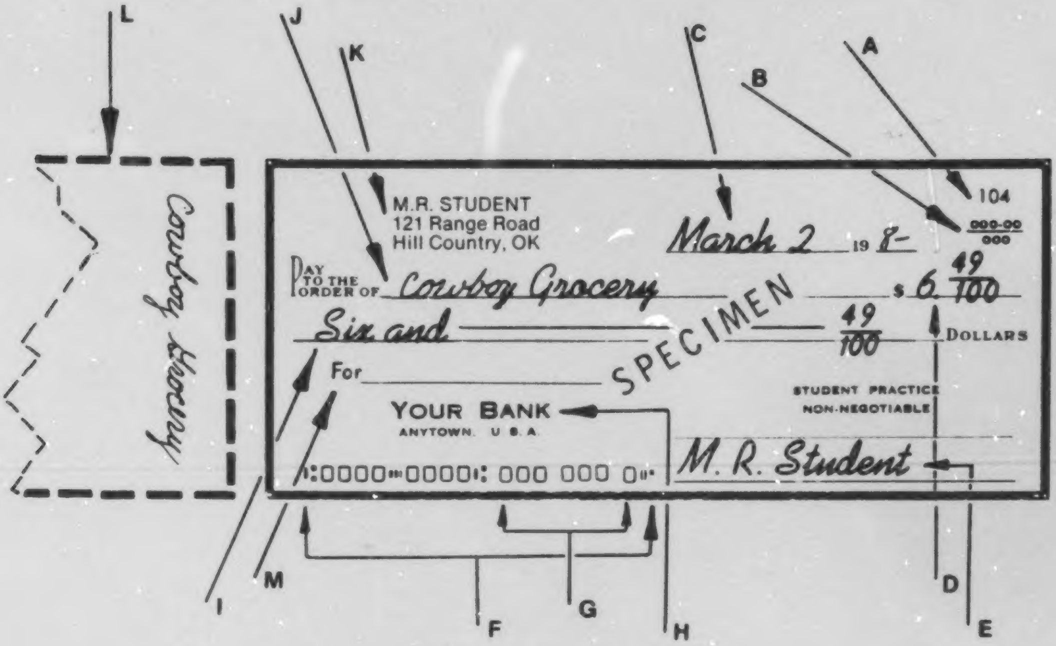
PARTS OF A CHECK

PART I--Parts of a check

A. The parts of a check are lettered on the example below (Figure 1)

EXAMPLE:

FIGURE 1


L
J
K
C
A
B
Cowboy Grocery
M.R. STUDENT
121 Range Road
Hill Country, OK
March 2 19 8-
104
000-00
000
PAY TO THE ORDER OF Cowboy Grocery
$ 6 49/100
Six and 49/100
DOLLARS
SPECIMEN
For
YOUR BANK
ANYTOWN U.S.A.
STUDENT PRACTICE
NON-NEGOTIABLE
⑆0000⑈0000⑆ 000 000 0⑈
M. R. Student
I
M
F
G
H
D
E

B. Refer to the following page and study these parts and their descriptions until you are familiar with them.

DESCRIPTIONS ARE ON NEXT PAGE . . .

Information Sheet (p. 2)

PART II--Descriptions of parts of a check

A.	Check number:	A consecutive number that is printed on the check by the bank or written on the check by the payer for record keeping purposes
B.	Bank identification number:	The number assigned to the bank by the Federal Reserve System; every bank in the U.S. has a different number
C.	Date:	The current day and year the check is written
D.	Numerical amount:	The amount of the check written in figures; must agree with the amount written in script
E.	Payer's signature:	The personal signature of the person writing the check
F.	MICR encoding number:	A line of special printing along bottom of the check; it is used by the bank's electronic check-processing equipment to process the check
G.	Payer's account number:	The number that the bank has assigned to the payer; this number is part of the encoding number
H.	Payer's bank name and address:	The name and address of the bank on which the check is drawn
I.	Written amount:	The amount of the check written in script; must agree with the numerical amount
J.	Payee:	The name of the person to whom the check is written
K.	Payer's name and address:	The imprinted name and address of the person who is writing the check
L.	Endorsement:	The signature of the payee or person to whom the check is written; it is written on the back of the check.
M.	"For" or "Memo" line:	Space for a memo written by the payer; indicates purpose of check; used for record keeping purposes; not necessary to have completed

ACCEPTING CUSTOMER PAYMENTS

ASSIGNMENT SHEET #1--PARTS OF A CHECK

PART I

Directions: Match to their descriptions terms associated with the parts of a check. Write the correct numbers in the blanks.

_____A. A consecutive number that is printed on the check by the bank or written on the check by the payer for record keeping purposes

_____B. The number assigned to the bank by the Federal Reserve System; every bank in the U.S. has a different number

_____C. The current day and year the check is written

_____D. The amount of the check written in figures; must agree with the amount written in script

_____E. The personal signature of the person writing the check

_____F. The number that the bank has assigned to the payer; this number is part of the encoding number

_____G. A line of special printing along bottom of the check; it is used by the bank's electronic check-processing equipment to process the check

_____H. The name and address of the bank on which the check is drawn

_____I. The amount of the check written in script; must agree with the numerical amount

_____J. The name of the person to whom the check is written

_____K. The imprinted name and address of the person who is writing the check

1. Payer's name and address
2. Written amount
3. MICR encoding number
4. Payer's signature
5. Date
6. Check number
7. Bank identification number
8. Numerical amount
9. Payer's account number
10. Payer's bank name and address
11. Payee
12. Endorsement
13. "For" or "Memo" line

Assignment Sheet #1 (p. 2)

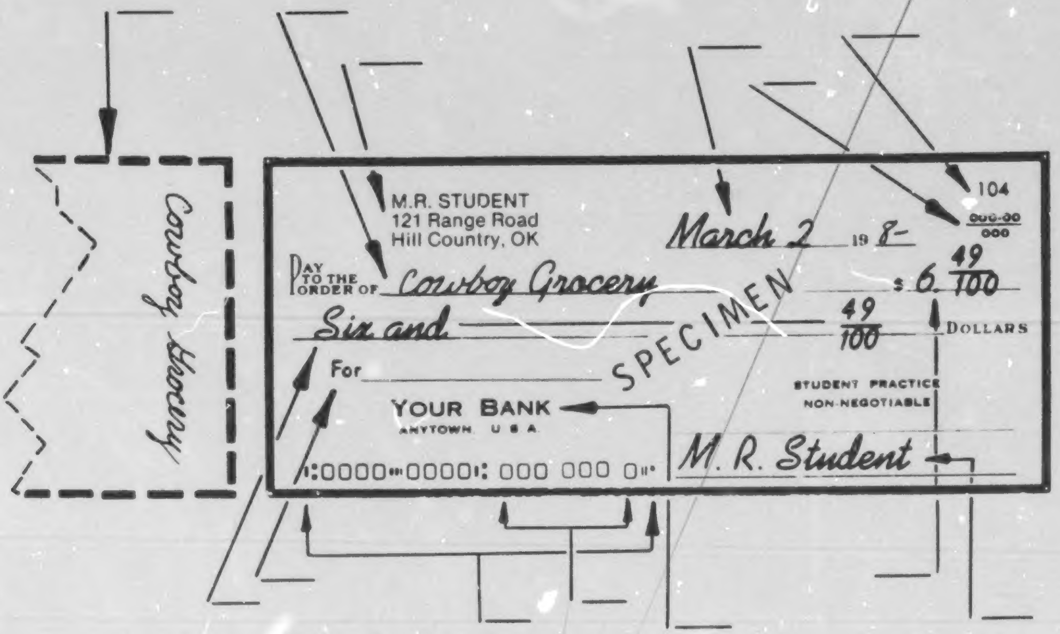
_____L. The signature of the payee or person to whom the check is written; it is written on the back of the check

_____M. Space for a memo written by the payer; indicates purpose of check; used for record keeping purposes; not necessary to have completed

PART II

Directions: Label the parts of the check. Write the correct letters in the blanks.

FIGURE 2


Cowboy Grocery
M.R. STUDENT
121 Range Road
Hill Country, OK
March 2 19 8-
104
000-00
000
PAY TO THE ORDER OF Cowboy Grocery
$ 6. 49/100
Six and 49/100 DOLLARS
For
SPECIMEN
STUDENT PRACTICE
NON-NEGOTIABLE
YOUR BANK
ANYTOWN U.S.A.
M. R. Student
⑆0000⑈0000⑆ 000 000 0⑈

A. Date
B. MICR encoding number
C. Bank identification number
D. Numerical amount
E. Payee
F. Check number
G. "For" or "Memo" line
H. Payer's name and address
I. Payer's bank name and address
J. Payer's signature
K. Written amount
L. Payer's account number
M. Endorsement

INFORMATION SHEET

TYPES OF CHECKS

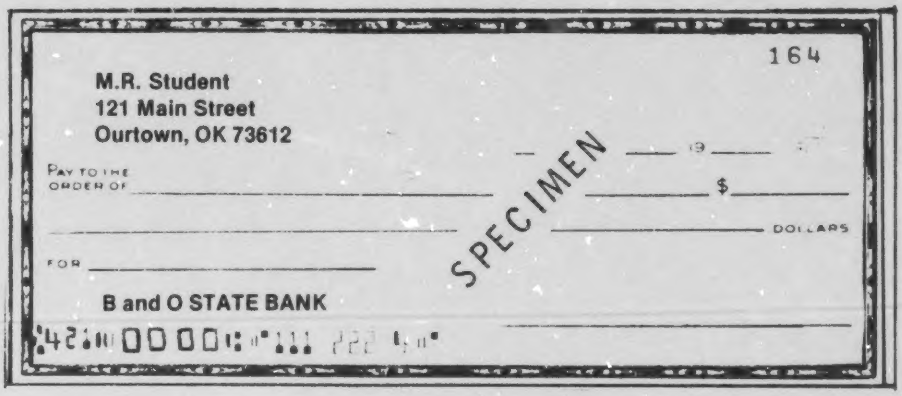
As a cashier/checker, you will be presented with many types of checks; you should become familiar with each type. The following illustrations will give you an idea of the three main types of checks and the purpose of each. Study these illustrations until you think you are able to recognize them.

PART I--Personalized check

A personalized check is one an individual writes for merchandise purchased (Figure 3)

EXAMPLE:

FIGURE 3



164

M.R. Student
121 Main Street
Ourtown, OK 73612

19

PAY TO THE ORDER OF $

DOLLARS

FOR

SPECIMEN

B and O STATE BANK

CONTINUED ON NEXT PAGE . . .

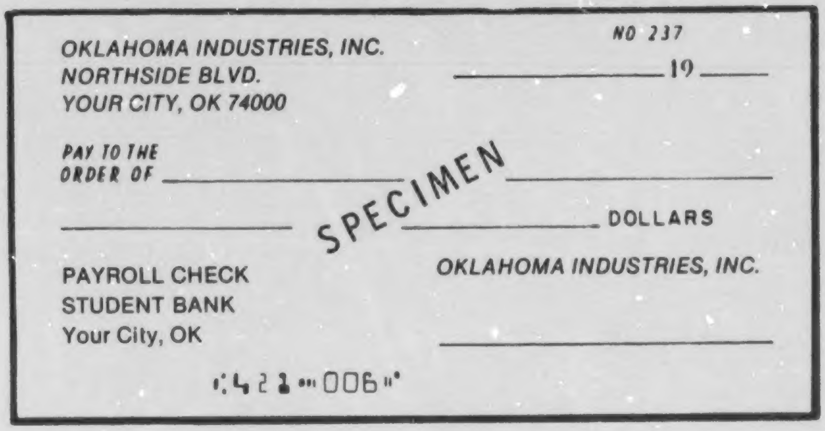
Information Sheet (p. 2)

PART II--Payroll check

A payroll check is one written by a company to an individual for work done (Figure 4)

EXAMPLE:

FIGURE 4



OKLAHOMA INDUSTRIES, INC.
NORTHSIDE BLVD.
YOUR CITY, OK 74000

NO 237

19

PAY TO THE
ORDER OF

SPECIMEN

DOLLARS

PAYROLL CHECK
STUDENT BANK
Your City, OK

OKLAHOMA INDUSTRIES, INC.

⑆421⑈006⑈

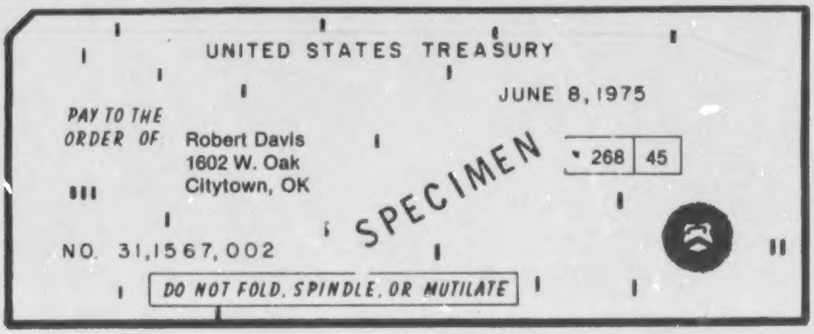
PART III--Government check

A government check is one written by a city, state, or federal government agency (Figure 5)

(NOTE: Examples of government checks include tax refunds, welfare payments, and payroll checks for government employees.)

EXAMPLE:

FIGURE 5



UNITED STATES TREASURY

JUNE 8, 1975

PAY TO THE
ORDER OF

Robert Davis
1602 W. Oak
Citytown, OK

268 45

SPECIMEN

NO. 31,1567,002

DO NOT FOLD, SPINDLE, OR MUTILATE

INFORMATION SHEET

CHECK CASHING PROCEDURES

Although responsibility for cashing checks depends upon the policies of each store, the following steps are generally taken by the cashier/checker when accepting checks in payment for merchandise.

A. Check date

B. Check written amount against numerical amount

C. Check payee's name

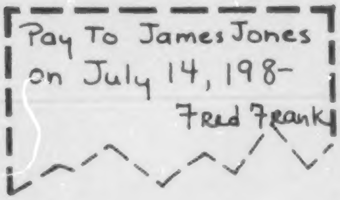
D. Check signature of payer

E. Make sure there is not a restricted endorsement on the check (Figures 6-10)

(NOTE: Before cashing a check with a restricted endorsement, speak with your supervisor.)

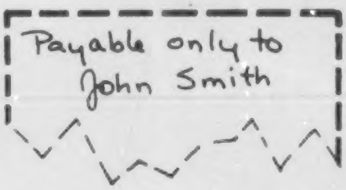
EXAMPLES: Types of restricted endorsements

FIGURE 6



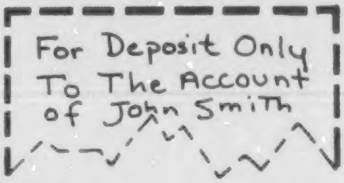
Pay To James Jones
on July 14, 198-
Fred Frank

FIGURE 7



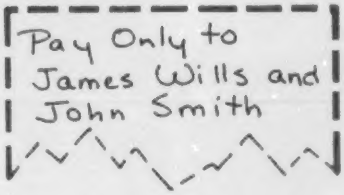
Payable only to
John Smith

FIGURE 8



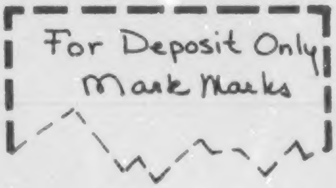
For Deposit Only
To The Account
of John Smith

FIGURE 9



Pay Only to
James Wills and
John Smith

FIGURE 10



For Deposit Only
Mark Marks

F. Make sure that MICR encoding number is on check

G. Ask payer for identification if you are not familiar with him or her

CONTINUED ON NEXT PAGE . . .

Information Sheet (p. 2)

H. Call manager if a question arises or it is a store policy for the manager to "okay" the check

I. Initial check in the upper right-hand corner if it is acceptable

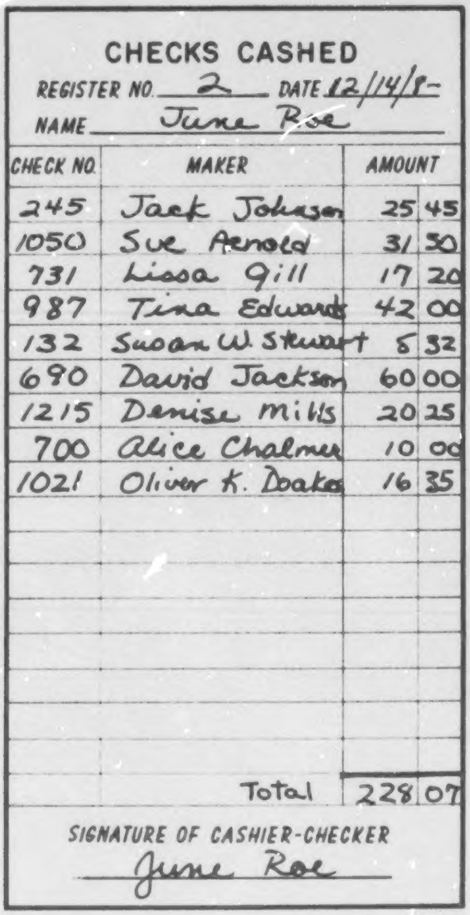
J. If check is approved and is for the full amount of the order, treat it as a cash sale

K. Endorse the check immediately, either by using a stamp or inserting it on the printing table and using the CHECK TENDERED key which automatically endorses it

L. List the check on the Checks Cashed slip (Figure 11)

EXAMPLE:

FIGURE 11



CHECKS CASHED

REGISTER NO. 2 DATE 12/14/8-

NAME June Roe

CHECK NO.	MAKER	AMOUNT	
245	Jack Johnson	25	45
1050	Sue Arnold	31	30
731	Lissa Gill	17	20
987	Tina Edwards	42	00
132	Susan W. Stewart	5	32
690	David Jackson	60	00
1215	Denise Mills	20	25
700	Alice Chalmer	10	00
1021	Oliver K. Doakes	16	35
	Total	228	07

SIGNATURE OF CASHIER-CHECKER

June Roe

ACCEPTING CUSTOMER PAYMENTS

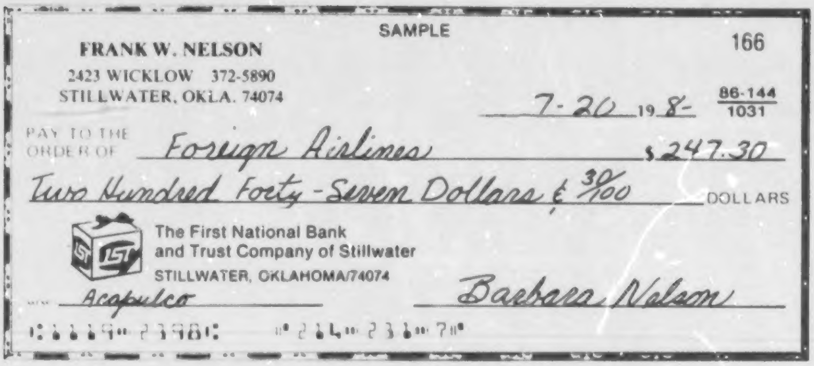
ASSIGNMENT SHEET #2--ACCEPTABLE AND UNACCEPTABLE CHECKS

In order to check your knowledge of acceptable and unacceptable checks, do the following exercise.

PART I

Directions: View the following checks to see if they would be acceptable or unacceptable if presented to you in the A & B Market. (Figures 12-16) Place an "X" beside each check showing whether it is acceptable or unacceptable. If it is unacceptable, state the reason(s) it is unacceptable.

FIGURE 12



SAMPLE

FRANK W. NELSON
2423 WICKLOW 372-5890
STILLWATER, OKLA. 74074

166

7-20 19 8-

86-144
1031

PAY TO THE ORDER OF Foreign Airlines $ 247.30

Two Hundred Forty-Seven Dollars & 30/100 DOLLARS

The First National Bank
and Trust Company of Stillwater
STILLWATER, OKLAHOMA/74074

Acapulco

Barbara Nelson

__________Acceptable

________Unacceptable

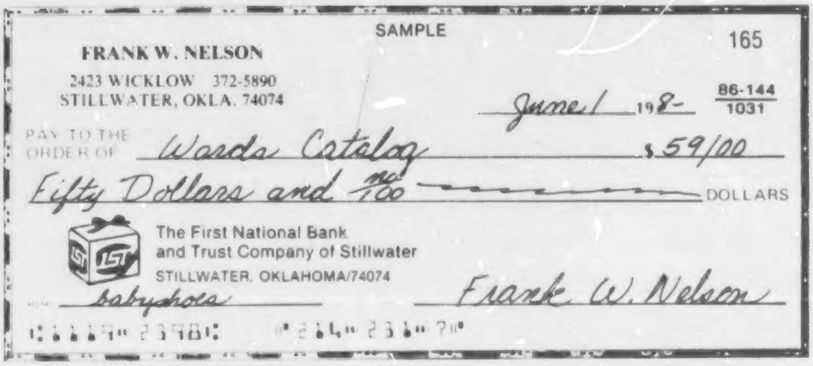
Reason(s)__________

____

____

____

FIGURE 13



SAMPLE

FRANK W. NELSON
2423 WICKLOW 372-5890
STILLWATER, OKLA. 74074

165

June 1 19 8-

86-144
1031

PAY TO THE ORDER OF Wards Catalog $ 59/100

Fifty Dollars and no/100 DOLLARS

The First National Bank
and Trust Company of Stillwater
STILLWATER, OKLAHOMA/74074

Babyshoes

Frank W. Nelson

__________Acceptable

________Unacceptable

Reason(s)__________

____

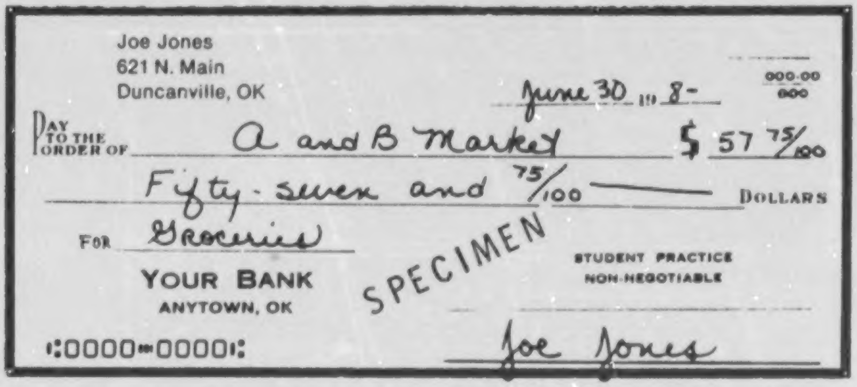
____

____

CONTINUED ON NEXT PAGE . . .

Assignment Sheet #2 (p. 2)

FIGURE 14


Joe Jones
621 N. Main
Duncanville, OK

June 30 19 8-

000-00
000

PAY TO THE ORDER OF a and B Market $ 57 75/100

Fifty-seven and 75/100 —— DOLLARS

FOR Groceries

YOUR BANK
ANYTOWN, OK

SPECIMEN

STUDENT PRACTICE
NON-NEGOTIABLE

⑆0000⑈0000⑆

Joe Jones

______________ Acceptable

______________ Unacceptable

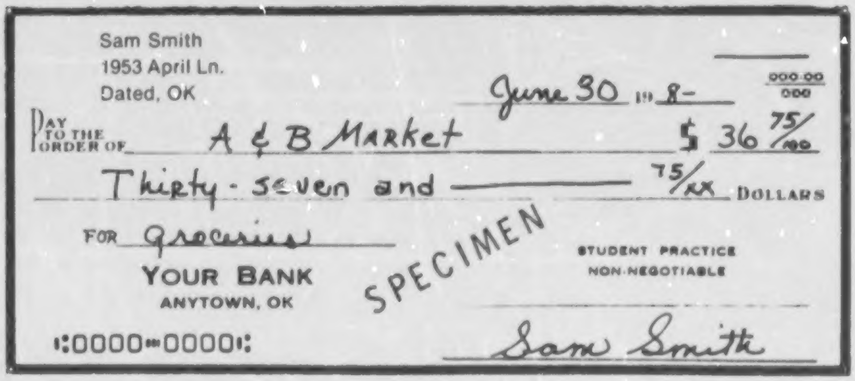
Reasons(s) ______________

____

____

____

FIGURE 15


Sam Smith
1953 April Ln.
Dated, OK

June 30 19 8-

000-00
000

PAY TO THE ORDER OF A & B Market $ 36 75/100

Thirty-seven and —— 75/xx DOLLARS

FOR groceries

YOUR BANK
ANYTOWN, OK

SPECIMEN

STUDENT PRACTICE
NON-NEGOTIABLE

⑆0000⑈0000⑆

Sam Smith

______________ Acceptable

______________ Unacceptable

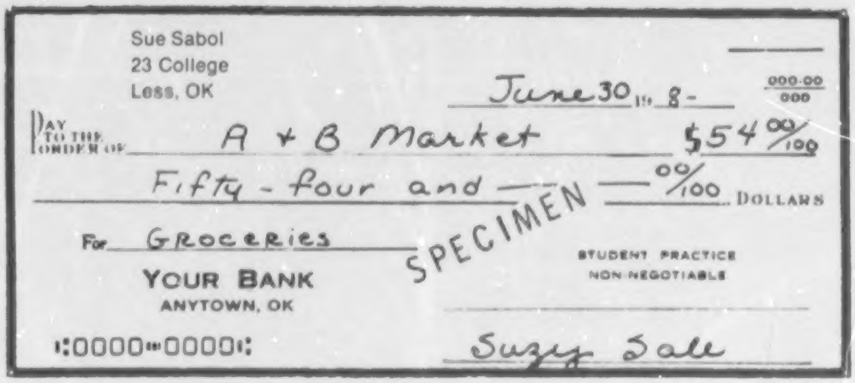
Reasons(s) ______________

____

____

____

FIGURE 16


Sue Sabol
23 College
Less, OK

June 30 19 8-

000-00
000

PAY TO THE ORDER OF A + B Market $54 00/100

Fifty-four and —— 00/100 DOLLARS

For GROCERIES

YOUR BANK
ANYTOWN, OK

SPECIMEN

STUDENT PRACTICE
NON-NEGOTIABLE

⑆0000⑈0000⑆

Suzy Sale

______________ Acceptable

______________ Unacceptable

Reasons(s) ______________

____

____

____

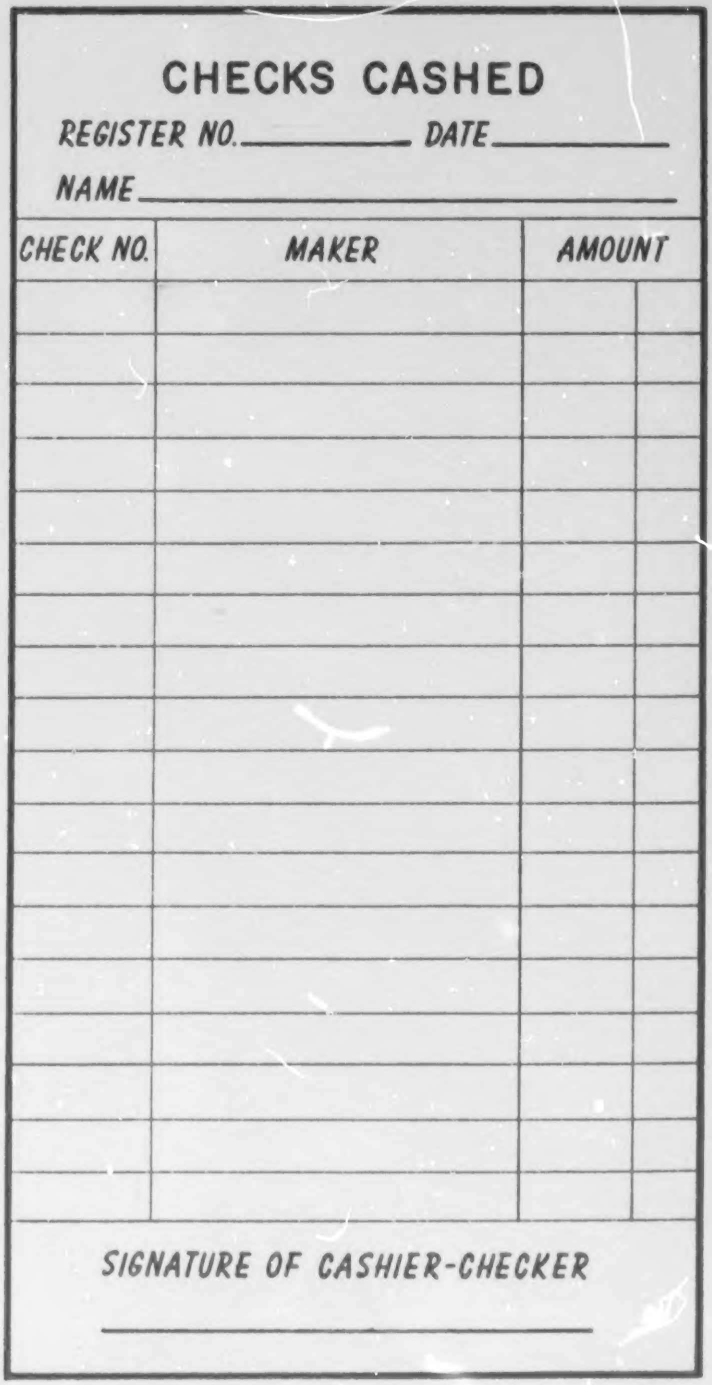
CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #2 (p. 3)

PART II

Directions: List acceptable checks from PART I on this form. (Figure 17)

FIGURE 17



CHECKS CASHED

REGISTER NO.__________ DATE__________

NAME______________________________

CHECK NO.	MAKER	AMOUNT	

SIGNATURE OF CASHIER-CHECKER

____

INFORMATION SHEET

HOW TO MAKE CHANGE PROPERLY

Giving the correct amount of change to a customer is one of the most important tasks you will have. Giving incorrect change will annoy your customers, and will off balance your register totals. For these reasons, you want to study the following information and practice making change until you are able to make change properly for any amount of money tendered by the customer. The procedures for counting change back to customers varies between the two major types of cash registers--change-calculating and non-change-calculating.

PART I--CHANGE-CALCULATING CASH REGISTERS

A. State the total cost of the order to the customer

B. State the amount remitted by the customer

C. Place the customer's money or check on the cash register change plate

(NOTE: Some managers prefer their cashiers to place the customer's money or check directly into the change drawer.)

D. Ring up the amount the customer gave you and depress the CASH TENDERED key

(NOTE: If a check is presented in payment for the purchase, it should be considered the same as cash; however, you would depress the CHECK TENDERED key.)

E. Check the cash register display or tape to find the amount of change due back to the customer

F. Silently count the amount of change as you get if from the register drawer

G. State the amount of change due so that customer can hear

H. Count the customer's change aloud as you give it to him or her

1. Use the smallest number of bills and coins possible

2. Begin counting with the largest denominations and close with the smallest coins

EXAMPLE: If the amount of change due is $6.86, you would say, "Your change is $6.86," and count the change to the customer in this manner:
"That's five dollars" -- give the customer a $5.00 bill
"Six dollars" -- give the customer a $1.00 bill
"Twenty-five" -- give the customer a quarter
"Fifty" -- give the customer a second quarter
"Seventy-five" -- give the customer a third quarter
"Eighty-five" -- give the customer a dime
"Eighty-six" -- give the customer a penny

Information Sheet (p. 2)

I. After the customer has acknowledged receiving the correct change, place cash tendered into the cash drawer and close the drawer

J. Give customer the receipt tape and thank him or her for shopping at your store

PART II--Non-change-calculating cash registers

A. State the total cost of the order to the customer

B. State the amount remitted by the customer

C. Place the customer's money or check on the cash register change plate

(NOTE: Some managers prefer their cashiers to place the customer's money or check directly into the change drawer.)

D. Silently count the amount of change as you get it from the register drawer

(NOTE: Begin at the total cost and add up to the amount remitted by the customer.)

E. Count the customer's change aloud as you give it to him or her

1. Use the smallest number of bills and coins possible

2. Begin at the total cost and count up to the total amount remitted by the customer

3. Begin counting with the smallest coins and close with the largest denominations

EXAMPLE: If the amount of the sale is $3.13 and the customer gives you a $10.00 bill, you would say:
"That's $3.13."
"Fourteen" -- give the customer a penny
"Fifteen" -- give the customer a penny
"Twenty-five" -- give the customer a dime
"Fifty" -- give the customer a quarter
"Seventy-five" -- give the customer a second quarter
"Four dollars" -- give the customer a third quarter
"Five" -- give the customer a $1.00 bill
"And, ten" -- give the customer a $5.00 bill

F. After the customer has acknowledged receiving the correct change, place cash tendered into the drawer

G. Give customer the receipt tape and thank him or her for shopping at your store

ACCEPTING CUSTOMER PAYMENTS

ASSIGNMENT SHEET #3--COUNTING BACK CHANGE DUE

PART I--Determine Change Due

Directions: Complete the following chart by indicating the number of coins and bills in each denomination that you would return to your customer (Figure 18). Remember to use the smallest number of coins and bills possible. An example has been done for you.

FIGURE 18

Sales No.	Amount of sale	Amount Rec'd	COINS					BILLS		
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
A	$ 1.98	$ 5.00	2					3		

Sales No.	Amount of sale	Amount Rec'd	COINS					BILLS		
			1¢	5¢	10¢	25¢	50¢	$1	$5	$10
1	$ 2.33	$ 3.00								
2	$ 7.88	$20.00								
3	$ 3.07	$10.00								
4	$ 3.00	$ 5.00								
5	$ 7.14	$20.00								
6	$ 8.12	$10.00								
7	$ .78	$10.00								
8	$12.40	$15.00								
9	$ 9.15	$20.15								
10	$ 4.31	$ 5.50								

PART II--Count Back Change to Instructor or to Another Student

(NOTE: Use the method which fits the cash registers in your classroom, but try the second method at least once.)

ACCEPTING CUSTOMER PAYMENTS

ASSIGNMENT SHEET #4--HANDLING MONEY

Directions: Write an "X" in the blank before each correct answer.

A. Handling money is important to:

_____1. You

_____2. The customer

_____3. Your store

_____4. All of the above.

B. If a customer pays for a $7.25 order with a $10.00 bill, you should say out loud:

_____1. "That will be $7.25."

_____2. "Out of $10.00"

_____3. "That will be $7.25 out of $10.00"

C. A way to avoid confusion about the amount of money a customer gives you to pay for an order is to:

_____1. Place the money in the cash drawer as soon as the customer hands it to you

_____2. Place the money on the change plate of your register until after you give the customer the correct change

_____3. Let the customer hold the money until you have counted the change, then take it and put it in the cash drawer

D. The best rule to follow when you are requested to do something while making change is:

_____1. Stop counting and take care of the matter immediately

_____2. Try to keep counting and handle the matter at the same time

_____3. Acknowledge the request with a nod or smile, continue counting, and handle the matter after the customer has received the correct change

Assignment Sheet #4 (p. 2)

E. You should count change:

_____1. Out loud when giving it to the customer

_____2. Carefully while taking it from the drawer

_____3. Carefully while giving it to the customer

_____4. All of the above

F. You should be careful when handling money:

_____1. Only when you have time

_____2. Always

_____3. Only when someone looks dishonest to you

G. When counting change you should

_____1. Give it to the customer as you take it from the register drawer

_____2. Hand it to the customer without counting out loud

_____3. Count it carefully when taking it out of the register and then count it out loud to the customer

H. You are interrupted when counting out change to a customer and forget the amount of the order. You should:

_____1. Call the store manager

_____2. Ring up the order again

_____3. Check the register tape

I. You have just taken the correct change from the register. The proper time to remove the money from the register change plate and put it into the cash drawer is:

_____1. After the order is bagged

_____2. Before you count back the change

_____3. After you count back the change

CASHIER/CHECKER
CC-C2

ACCEPTING CONSUMER COUPONS

INTRODUCTION

Vendor and store coupons are used by manufacturers and retail stores to introduce consumers to new products, to stimulate sales of specific products, and to increase sales in specific stores. Since these coupons are accepted by the cashier/checker, you will need to know how to identify the coupons that are valid, and how to redeem them. The learning activities in this module are designed to help you learn how to perform these two tasks.

DIRECTIONS

Before you start to work on this module, be sure you have completed the module, "Operating the Cash Register." Read the objective below. If you think that you are already able to perform these tasks, arrange with your instructor to do the assignment sheets and job sheet,

or

if you need to complete the learning activities in order to be able to do the tasks, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVES

Given vendor and store coupons, check the coupons and accept only those which are valid, and complete written assignment sheets and job sheet on accepting consumer coupons with 85 percent accuracy.

LEARNING ACTIVITIES

1. Read Information Sheet, Coupon Security. (Page 3)
2. Read Information Sheet, Kinds of Consumer Coupons. (Pages 4 and 5)

   (or) ____________________

3. Check your knowledge by completing Assignment Sheet #1, Distinguish Among Coupons. (Pages 6 and 7)
4. Read Information Sheet, Accepting Consumer Coupons. (Page 8)

   (or) ____________________

5. Check your knowledge by completing Assignment Sheet #2, Identifying the Parts of Consumer Coupons. (Pages 9 through 11)
6. Check your knowledge by completing Job Sheet #1, Ringing Up Coupon Orders. (Pages 12 and 13)
7. Turn in completed LAP to your instructor.

INFORMATION SHEET

COUPON SECURITY

Because so many coupons are redeemed each business day, especially in retail stores, it is important for every cashier/checker to learn how to handle coupons correctly.

PART I--Facts about coupons

A. Coupons represent a form of money for the store

B. Always handle coupons carefully

C. Always be sure coupons are secure (valid)

PART II--Helpful tips for handling coupons

A. Be sure customer has bought the product described on the coupon

(NOTE: If customer has not bought the correct brand or size, do not accept the coupon.)

B. Make sure coupon is valid by checking expiration date

(NOTE: Most coupons do have expiration dates; however, some do not. Check each coupon.)

C. Always keep redeemed coupons under cash tray in register, or in another secure place

INFORMATION SHEET

KINDS OF CONSUMER COUPONS

Read and study the definitions and illustrations of vendor and store coupons. When you feel that you can identify them, complete the practice exercise.

PART I--Vendor Coupons (Figure 1)

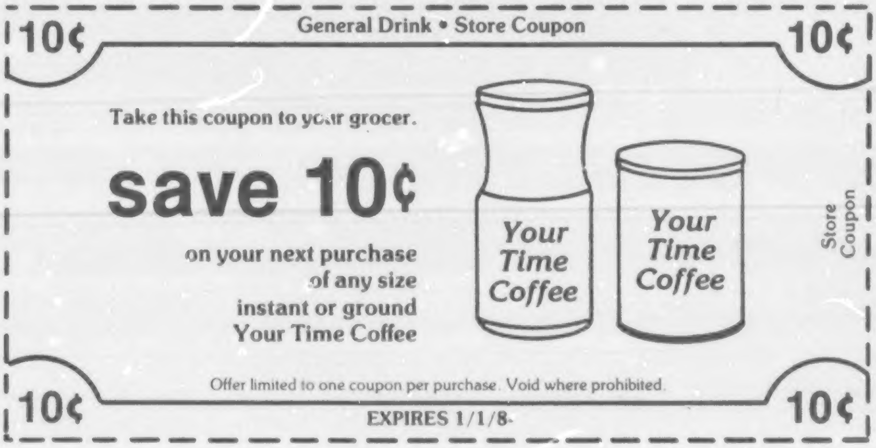
A. Given to consumers by manufacturers

B. Designed to increase the sale of specific products or to introduce a product to the consumer

C. Redeemable at most retail stores

EXAMPLE:

FIGURE 1



10¢ General Drink • Store Coupon 10¢

Take this coupon to your grocer.

save 10¢

on your next purchase
of any size
instant or ground
Your Time Coffee

Offer limited to one coupon per purchase. Void where prohibited.

10¢ EXPIRES 1/1/8- 10¢

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

PART II--Store coupons (Figure 2)

A. Given to consumers by specific retail store

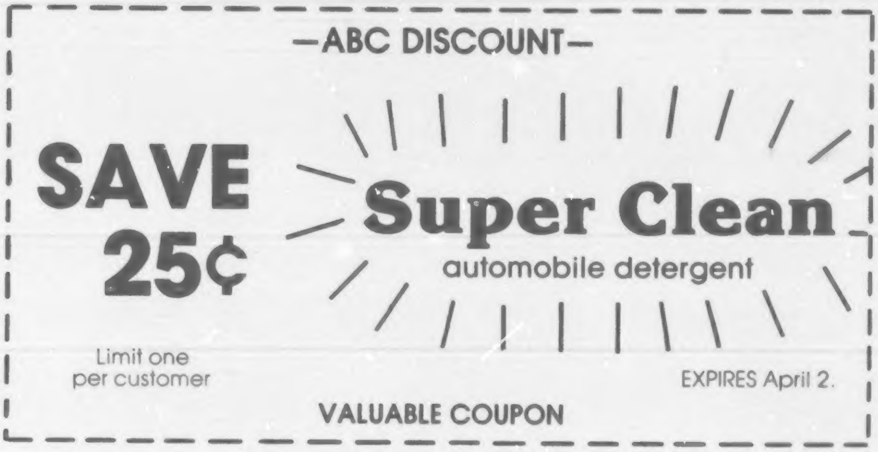
B. Designed to stimulate sales at specific store

C. Usually distributed to consumers through newspaper ads, mail-outs, or house-to-house deliveries

D. Are redeemable only at specific store or group of stores.

EXAMPLE:

FIGURE 2



—ABC DISCOUNT—

SAVE 25¢

Super Clean

automobile detergent

Limit one per customer

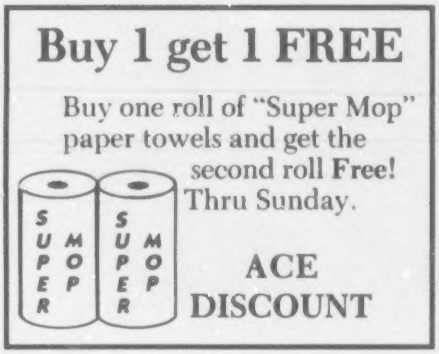
EXPIRES April 2.

VALUABLE COUPON

ACCEPTING CONSUMER COUPONS

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN COUPONS

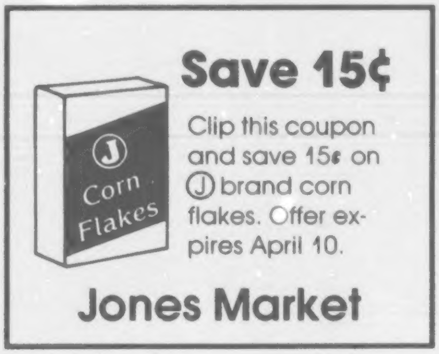
Directions: Distinguish between types of consumer coupons. Write "Store" in the spaces below each store coupon, and "Vendor" below each vendor coupon.



Buy 1 get 1 FREE

Buy one roll of "Super Mop" paper towels and get the second roll **Free!** Thru Sunday.

ACE DISCOUNT



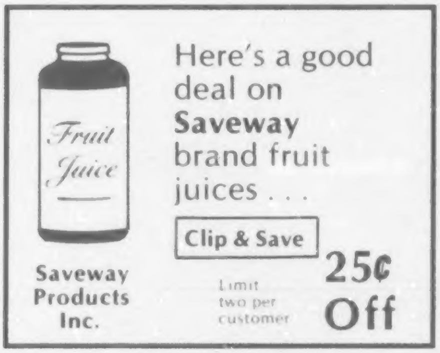
Save 15¢

Clip this coupon and save 15¢ on Ⓙ brand corn flakes. Offer expires April 10.

Jones Market

1. ______________________

2. ______________________



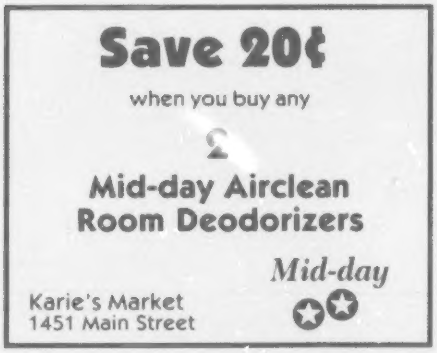
Here's a good deal on **Saveway** brand fruit juices . . .

Clip & Save

Limit two per customer

25¢ Off

Saveway Products Inc.



Save 20¢

when you buy any

2

Mid-day Airclean Room Deodorizers

Mid-day

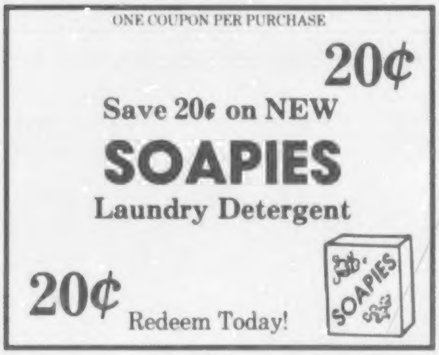
Karie's Market
1451 Main Street

3. ______________________

4. ______________________

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #1 (p. 2)



ONE COUPON PER PURCHASE

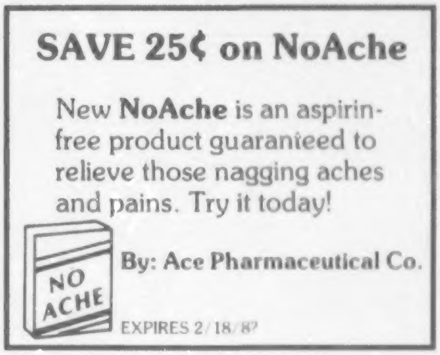
20¢

Save 20¢ on NEW

SOAPIES

Laundry Detergent

20¢ Redeem Today!



SAVE 25¢ on NoAche

New **NoAche** is an aspirin-free product guaranteed to relieve those nagging aches and pains. Try it today!

By: Ace Pharmaceutical Co.

EXPIRES 2/18/87

5. ______________________

6. ______________________

INFORMATION SHEET

ACCEPTING CONSUMER COUPONS

A retail store cashier/checker must be alert when taking coupons because of the number and variety that the store may be accepting at a given time.

Check four things when accepting coupons (Figure 3)

A. Check expiration date

(NOTE: Coupon should be redeemed before expiration date has passed.)

B. Check limitations statement

(NOTE: The limitations statement lists the coupon's redemption value and cash value, the coupon's terms, and the redemption instructions for the dealer.)

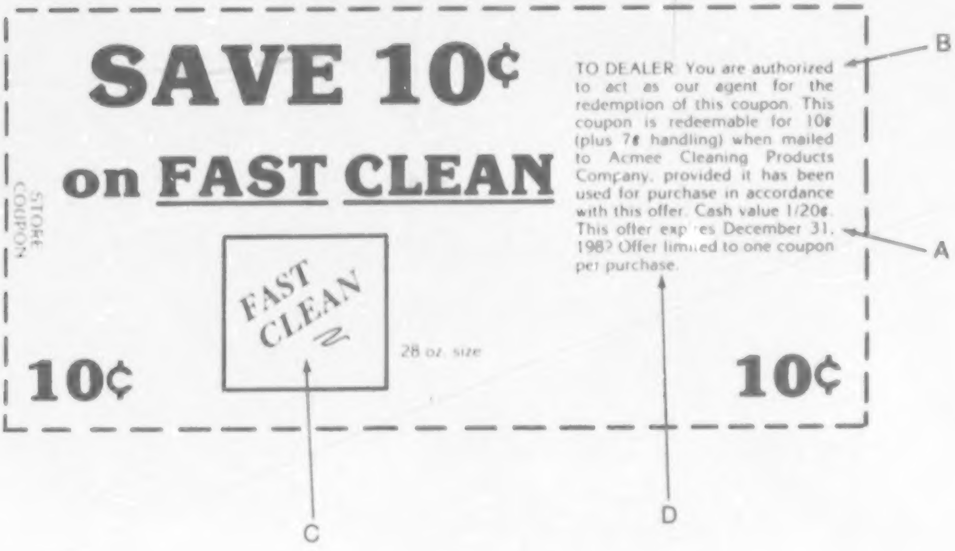
C. Check merchandise

(NOTE: The merchandise must be the same as stated on the coupon.)

D. Check stated control amount

EXAMPLE: Limit of one coupon per purchase

FIGURE 3



SAVE 10¢

on FAST CLEAN

STORE COUPON

28 oz. size

10¢

10¢

TO DEALER: You are authorized to act as our agent for the redemption of this coupon. This coupon is redeemable for 10¢ (plus 7¢ handling) when mailed to Acmee Cleaning Products Company, provided it has been used for purchase in accordance with this offer. Cash value 1/20¢. This offer expires December 31, 1982 Offer limited to one coupon per purchase.

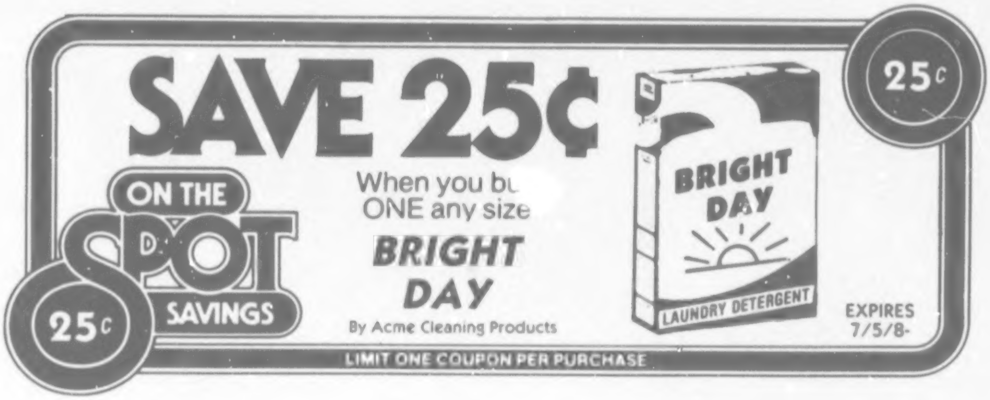
ACCEPTING CONSUMER COUPONS

ASSIGNMENT SHEET #2--IDENTIFYING THE PARTS OF CONSUMER COUPONS

Part I--Study Consumer Coupons

Directions: Examine the following illustrations of vendor and store coupons. Determine the expiration date, value, product name, purchase limitations, and control amount for each. Then determine if it is a store coupon or a vendor coupon. Write your answers in the blanks.

COUPON 1



SAVE 25¢

25¢

ON THE SPOT SAVINGS

25¢

When you bu
ONE any size
BRIGHT DAY
By Acme Cleaning Products

BRIGHT DAY
LAUNDRY DETERGENT

EXPIRES
7/5/8-

LIMIT ONE COUPON PER PURCHASE

Coupon 1

A. Expiration date ____________________

B. Value ____________________

C. Product name ____________________

D. Limitation ____________________

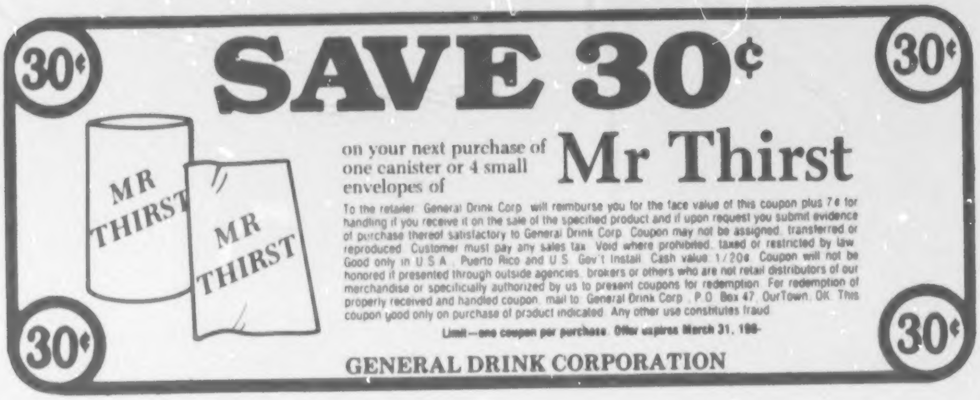
E. Control amount ____________________

F. Type ____________________

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #2 (p. 2)

COUPON 2


30¢
30¢
30¢
30¢
MR THIRST
MR THIRST

SAVE 30¢

on your next purchase of one canister or 4 small envelopes of **Mr Thirst**

To the retailer: General Drink Corp. will reimburse you for the face value of this coupon plus 7¢ for handling if you receive it on the sale of the specified product and if upon request you submit evidence of purchase thereof satisfactory to General Drink Corp. Coupon may not be assigned, transferred or reproduced. Customer must pay any sales tax. Void where prohibited, taxed or restricted by law. Good only in U.S.A., Puerto Rico and U.S. Gov't Install. Cash value 1/20¢. Coupon will not be honored if presented through outside agencies, brokers or others who are not retail distributors of our merchandise or specifically authorized by us to present coupons for redemption. For redemption of properly received and handled coupon, mail to: General Drink Corp., P.O. Box 47, OurTown, OK. This coupon good only on purchase of product indicated. Any other use constitutes fraud.

Limit—one coupon per purchase. Offer expires March 31, 198-

GENERAL DRINK CORPORATION

Coupon 2

A. Expiration date ____________

B. Value ____________

C. Product name ____________

D. Limitation ____________

E. Control amount ____________

F. Type ____________

Part II--Find Local Coupons

Directions: Clip two different coupons out of a local newspaper or magazine. Label each coupon and mark the expiration date, the brand and size of product, the limitations statement, and the value. Use the space provided on the next page and glue or tape your ads to the page to complete this activity.

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #2 (p. 3)

Glue or tape coupons from your local newspaper or magazine on this page, and provide the necessary information for each.

	Coupon 1	Coupon 2
A. Expiration date		
B. Value		
C. Product name		
D. Limitation		
E. Control amount		
F. Type		

ACCEPTING CONSUMER COUPONS

JOB SHEET #1--RINGING UP COUPON ORDERS

Ring up the following customers' orders on a cash register in your classroom. Attach your register receipt tape to this page. The store at which you work is called "Karie's Market."

(NOTE: You may want to review the LAP called "Operating The Cash Register" for information on using the coupon key.)

CUSTOMER #1 (Date: June 14)

The following items are brought to your register by Customer #1.

5 lbs. of potatoes - $1.89/bag
1 gallon of milk - $2.25/gallon
2 dozen eggs - 89¢/dozen
2 loaves of bread - 2/$1.00
1 package of beans - $1.09
6 candy bars - 39¢ each
1 Mid-day Airclean - 89¢ each

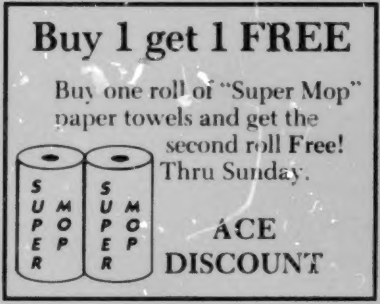
Customer #1 presents this coupon for redemption.

Save 20¢
when you buy any
2
Mid-day Airclean
Room Deodorizers

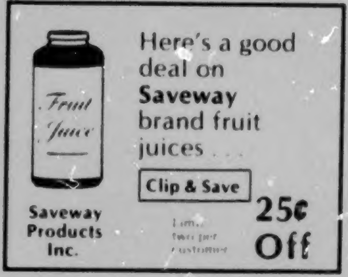
CUSTOMER #2 (Date: April 10)

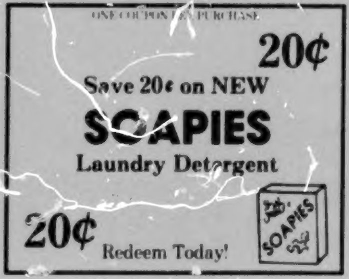
The following items are brought to your register by Customer #2.

Roast beef - $11.78
Chicken - $5.32
Gallon of milk - $2.25/gallon
Deli package - $4.19
Ice cream - $2.19
2 boxes of Soapies - $2.79 each
2 rolls of paper towles - 79¢ each
Carton of cigarettes - $8.49/carton


Buy 1 get 1 FREE
Buy one roll of "Super Mop" paper towels and get the second roll **Free!**
Thru Sunday.
ACE DISCOUNT
SUPER MOP
SUPER MOP

Customer #2 presents these coupons for redemption.


Here's a good deal on **Saveway** brand fruit juices . . .
Clip & Save
Saveway Products Inc.
Limit two per customer
25¢ Off
Fruit Juice

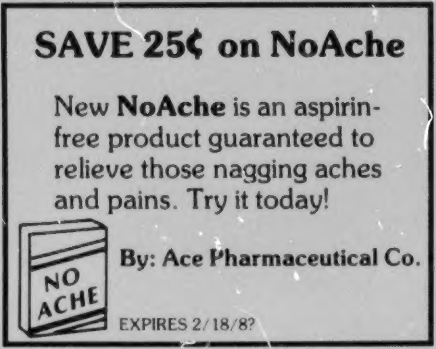

ONE COUPON PER PURCHASE
20¢
Save 20¢ on NEW
SOAPIES
Laundry Detergent
20¢ Redeem Today!

CONTINUED ON THE NEXT PAGE . . .

CUSTOMER #3 (Date: December 14)

The following items are brought to your register by Customer #3.

1 package of NoAche - $3.76
2 boxes of Soapies - $2.79 each
5 bottles of Saveway juice - 89¢ each
1 dozen eggs - 89¢/dozen
2 loaves of bread - $1.19 each
4 Macaroni dinners - 89¢ each



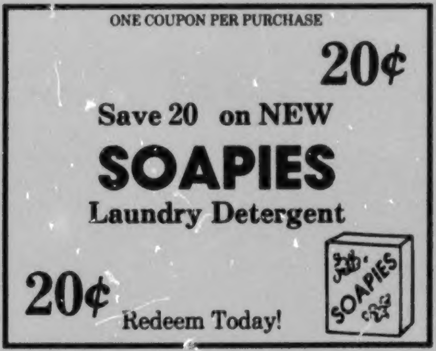
SAVE 25¢ on NoAche

New **NoAche** is an aspirin-free product guaranteed to relieve those nagging aches and pains. Try it today!

By: Ace Pharmaceutical Co.

EXPIRES 2/18/8?

Customer #3 presents these coupons for redemption.



ONE COUPON PER PURCHASE

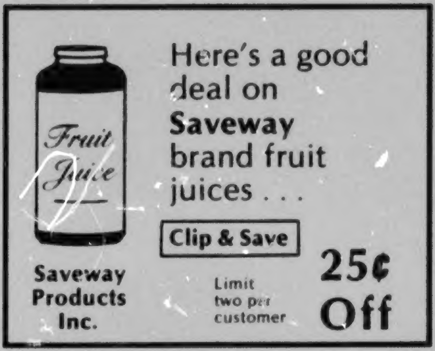
20¢

Save 20 on NEW

SOAPIES

Laundry Detergent

20¢ Redeem Today!



Here's a good deal on **Saveway** brand fruit juices . . .

Clip & Save

25¢ Off

Limit two per customer

Saveway Products Inc.

Fruit Juice

CASHIER/CHECKER

CC-C3

HANDLING CHARGE ACCOUNTS

INTRODUCTION

Many cashier/checkers write customers' orders of merchandise on charge account forms. Recording accurate account data is important for both the store and the customer. The learning activities in this module are designed to help you learn how to write accurate charge slips.

DIRECTIONS

Before you start to work on this module, be sure you have completed "Ringing Up Taxable and Nontaxable Merchandise." Read the objective below. If you think that you are already able to perform this task, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given charge slips and necessary information, record charge purchases on the forms with 100 percent accuracy.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Credit Services Vary. (Pages 3 and 4)
2. Read Information Sheet, Parts of a Credit Card. (Page 5)
3. Check your knowledge by completing Assignment Sheet #1, Parts of a Credit Card. (Page 6)
4. Read Information Sheet, Processing a Charge Slip. (Pages 7 through 10)
5. Check your knowledge by completing Assignment Sheet #2, Complete Charge Sales. (Pages 11 and 12)
6. Turn in completed LAP to your instructor.

INFORMATION SHEET

CREDIT SERVICES VARY

PART I -- Facts about credit cards (Figure 1)

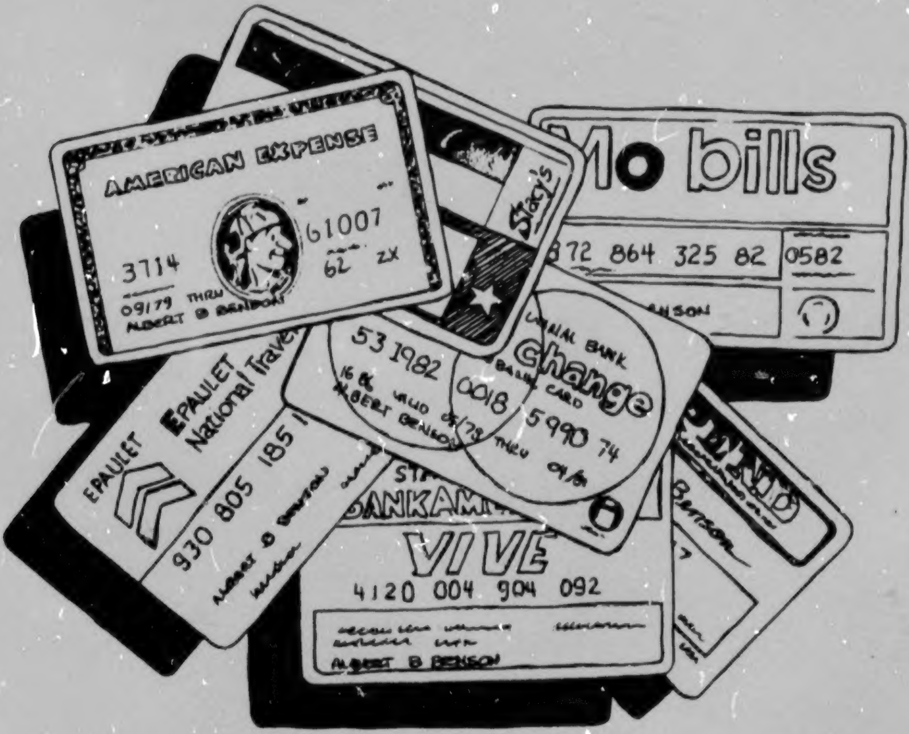
A. Some cards offer credit only at a particular store

B. General purpose cards can be used to charge a variety of goods and services

C. Many bank cards, travel cards, and entertainment cards offer limited loan privileges

EXAMPLE:

FIGURE 1


AMERICAN EXPENSE
61007
3714
62 ZX
09/79 THRU
ALBERT B BENSON
Stacy's
Mo bills
372 864 325 82
0582
Change
531982
0018
5990 74
ALBERT BENSON
EPAULET
EPAULET National Travel
930 805 185 1
ALBERT B BENSON
BANKAM
VIVE
4120 004 904 092
ALBERT B BENSON

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

PART II -- Reasons why customers use credit cards

A. More convenient than cash

B. Can be used for most purchases

C. Provides receipts for tax purposes

PART III -- Most commonly used credit cards

A. VISA

B. MasterCard

C. American Express

D. Diner's Club

E. Store's own credit card

INFORMATION SHEET

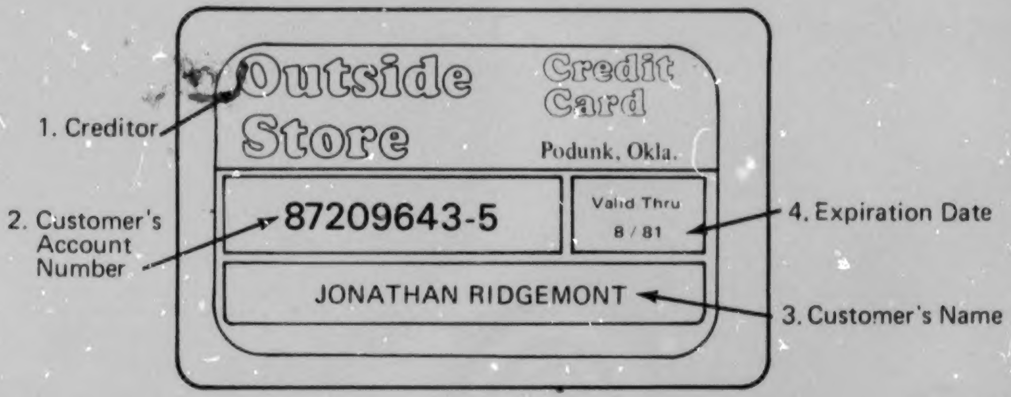
PARTS OF A CREDIT CARD

As a cashier/checker you may be required to ring up credit card purchases. It is important that you are able to check the customer's credit card to be sure that it is valid for purchases in your store. Study the information below. (Figures 2 and 3)

EXAMPLES:

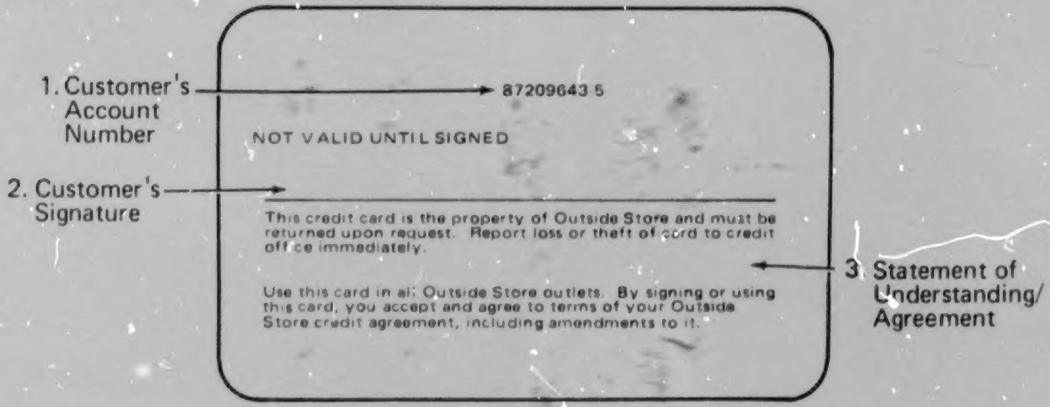
FRONT OF A CREDIT CARD

FIGURE 2


Outside Store
Credit Card
Podunk, Okla.
87209643-5
Valid Thru
8 / 81
JONATHAN RIDGEMONT
1. Creditor
2. Customer's Account Number
4. Expiration Date
3. Customer's Name

BACK OF A CREDIT CARD

FIGURE 3


1. Customer's Account Number
87209643 5
NOT VALID UNTIL SIGNED
2. Customer's Signature
3. Statement of Understanding/ Agreement

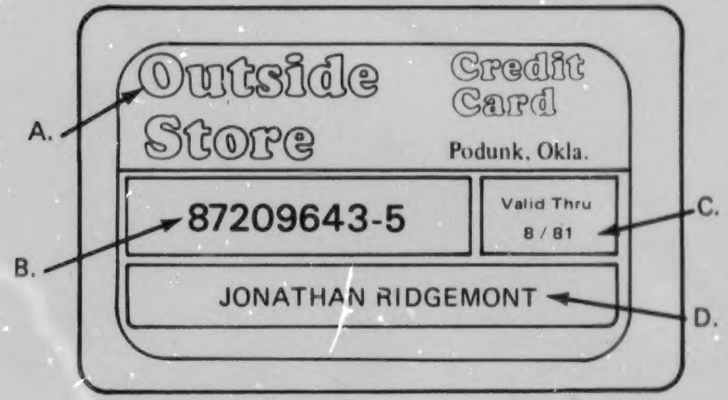
This credit card is the property of Outside Store and must be returned upon request. Report loss or theft of card to credit office immediately.

Use this card in all Outside Store outlets. By signing or using this card, you accept and agree to terms of your Outside Store credit agreement, including amendments to it.

HANDLING CHARGE ACCOUNTS

ASSIGNMENT SHEET #1--PARTS OF A CREDIT CARD

Directions: Label parts of this credit card. Write your answers in the blanks.


Outside Store
Credit Card
Podunk, Okla.
87209643-5
Valid Thru
8 / 81
JONATHAN RIDGEMONT
A.
B.
C.
D.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

INFORMATION SHEET

PROCESSING A CHARGE SLIP

Study the following procedures for processing charge slips. Be sure that you understand each step of the process before going on. Ask your instructor for assistance if necessary.

A. Be sure credit card is accepted by your store.

B. Check expiration date on the credit card

(NOTE: If the card has expired, tell the customer that you are sorry, but you cannot accept a card with an expired date.)

C. If the credit card company publishes as booklet of numbers not acceptable, look up credit card number in this booklet

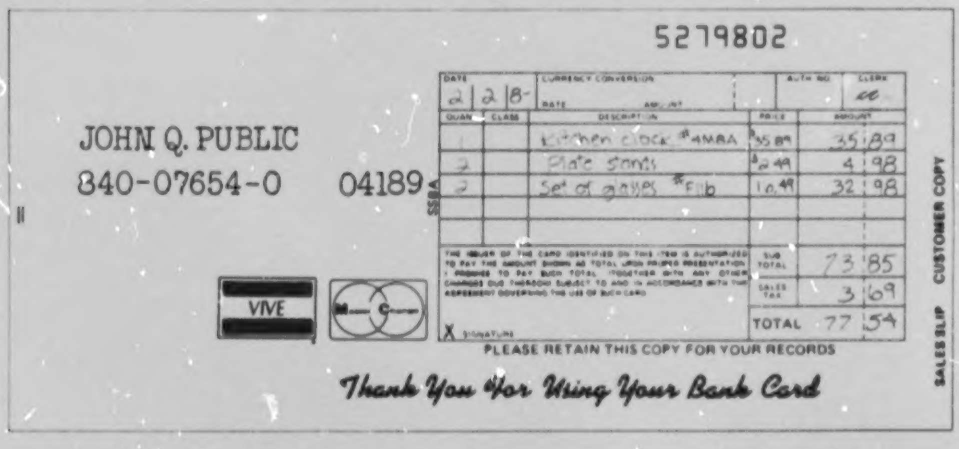
(NOTE: If number is not listed, continue to process the credit slip.)

D. Using a ball-point pen, neatly write a description of the purchase and the amount charged, including sales tax and total in the correct places on the charge slip (Figure 4)

(NOTE: Some charge slips are designed with only a space for total amount of purchase; others ask for itemized listing of merchandise purchased.)

EXAMPLE:

FIGURE 4



5279802

JOHN Q. PUBLIC
840-07654-0 04189

DATE	CURRENCY CONVERSION	AUTH NO	CLERK
2 2 8-	RATE AMOUNT		ce

QUAN	CLASS	DESCRIPTION	PRICE	AMOUNT
1		Kitchen clock #4MBA	$35.89	35.89
2		Plate stands	$2.49	4.98
2		Set of glasses #F11b	10.49	32.98
			SUB TOTAL	73.85
			SALES TAX	3.69
			TOTAL	77.54

X SIGNATURE

PLEASE RETAIN THIS COPY FOR YOUR RECORDS

Thank You For Using Your Bank Card

SALES SLIP CUSTOMER COPY

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

E. Write clerk identification number, name, and/or initials in appropriate space

F. Indicate which major charge card is used for the purchase, if necessary

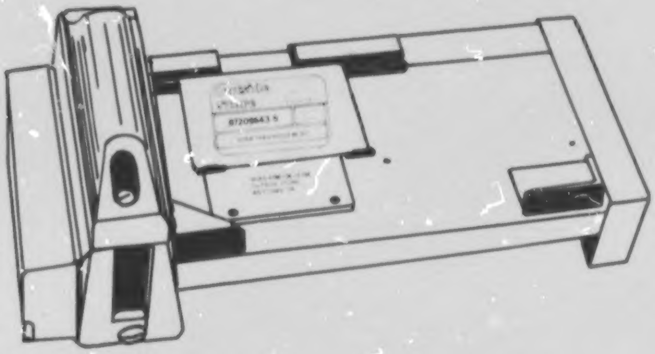
(NOTE: VISA and MasterCard frequently appear on the same charge slip.)

G. Set the charge machine so it will print the correct date on the charge slip, or write in the date of sale

H. Place the credit card face up in the slots on the machine (Figure 5)

EXAMPLE:

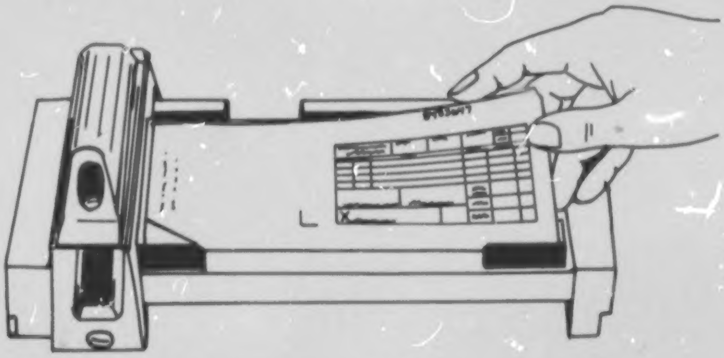
FIGURE 5



I. Place the charge slip face up in the slots on the machine and over the face of the credit card (Figure 6)

EXAMPLE:

FIGURE 6



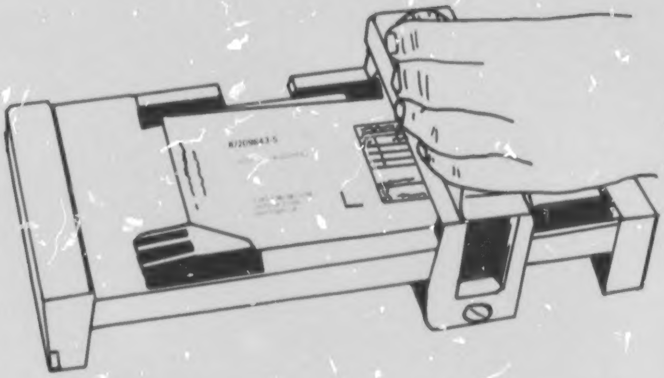
CONTINUED ON THE NEXT PAGE

Information Sheet (p. 3)

J. Pull the handle of the machine over the card and charge slip and then back to the starting position (Figure 7)

EXAMPLE:

FIGURE 7



K. Remove the card and charge slip from the machine

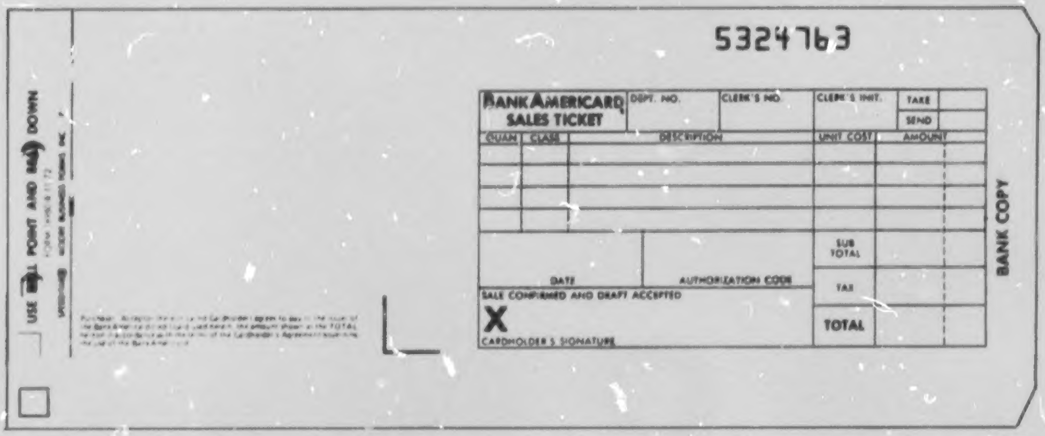
L. Obtain approval for credit purchase from manager, or authorization by telephone from credit card company, if necessary

M. Write authorization code in appropriate space, if necessary

N. Have customer sign the slip and provide additional information required by your store (Figure 8)

EXAMPLES: Street address, home telephone, tax exempt number

FIGURE 8



USE BALL POINT AND BEAR DOWN

5324763

BANKAMERICARD SALES TICKET

DEPT. NO.

CLERK'S NO.

CLERK'S INIT.

TAKE

SEND

QUAN	CLASS	DESCRIPTION	UNIT COST	AMOUNT
			SUB TOTAL	
			TAX	
			TOTAL	

DATE

AUTHORIZATION CODE

SALE CONFIRMED AND DRAFT ACCEPTED

X

CARDHOLDER'S SIGNATURE

BANK COPY

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 4)

O. Compare the signature on the slip against the signature on the credit card

P. Return credit card to the customer

Q. Give the customer the customer's copy of the charge slip

R. Place the original and all other copies in the cash drawer or any special filing place

S. Thank the customer when the transaction is completed, and invite him or her back to your store

HANDLING CHARGE ACCOUNTS

ASSIGNMENT SHEET #2--COMPLETE CHARGE SALES

Directions: Use the procedures described in the information sheets to complete the following activity. Ask your instructor for a sample credit card, charge slips, and a credit card imprinting machine to complete the assignment sheet. If they are not available in your classrooom, complete the forms provided on the following page, and write the customer's name and account number as necessary.

(NOTE: You should ring up each sale on your cash register, complete the proper forms, and attach completed forms to this sheet.)

EXERCISE #1

David Rycroft made the following grocery purchases:

$ 4.97	grocery
12.82	meat
1.14	grocery
1.20	bottle deposit
2.87	grocery
1.99	HBA
7.46	meat

He wishes to charge his order on his credit card. The card is accepted by your store and has an expiration date of October, 1992. His credit card number is 3845-8970-2890. This number is not listed in the booklet of non-acceptable credit card numbers. Use today's date and process David's order.

EXERCISE #2

Jerri Warner made the following general merchandise purchases:

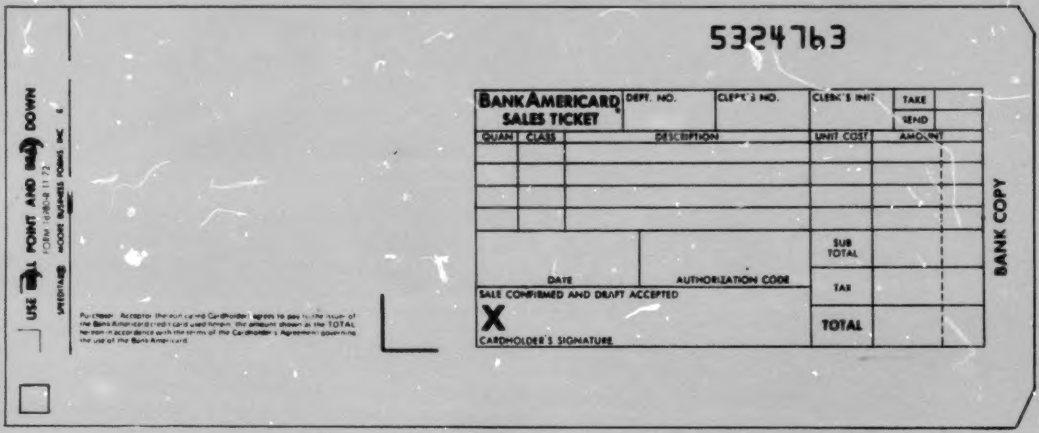
$ 28.78	general merchandise (radio)
12.90	general merchandise (car mats)
1.15	general merchandise (batteries)

Jerri wishes to charge this order on a bank card which is accepted by your store. It has an expiration date of December, 1991. The credit card number is 7949-4920-1405. This number is not listed in the booklet of non-acceptable credit card numbers. Use today's date and process Jerri's order.

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #2 (p. 2)

Use these charge slips if standard sets of charge slips are not available in your classroom.



USE BALL POINT AND BEAR DOWN
FORM [illegible] 11 72
SPEEDISALES MOORE BUSINESS FORMS INC

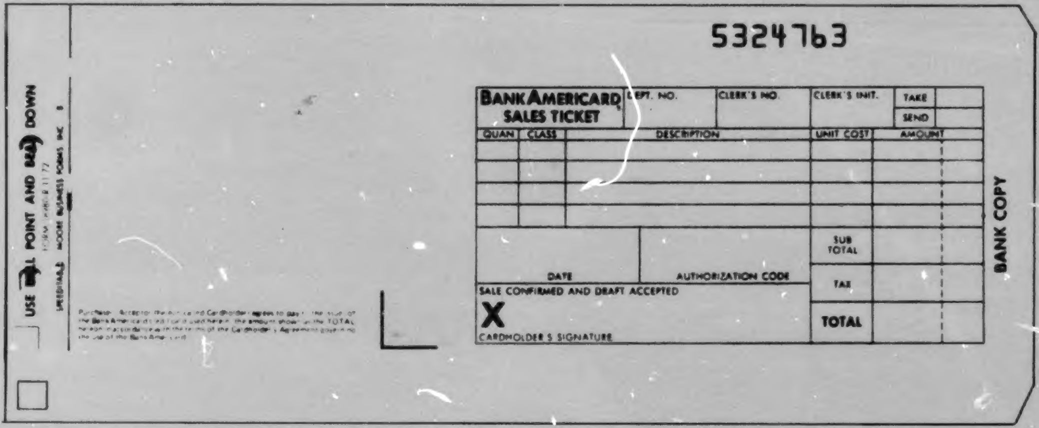
Purchaser Acceptor (herein called Cardholder) agrees to pay to the issuer of the BankAmericard credit card used herein, the amount shown as the TOTAL hereon in accordance with the terms of the Cardholder's Agreement governing the use of the BankAmericard.

5324763

BANKAMERICARD SALES TICKET	DEPT. NO.	CLERK'S NO.	CLERK'S INIT.	TAKE SEND	
QUAN	CLASS	DESCRIPTION	UNIT COST	AMOUNT	
DATE	AUTHORIZATION CODE		SUB TOTAL		
SALE CONFIRMED AND DRAFT ACCEPTED X CARDHOLDER'S SIGNATURE			TAX TOTAL		

BANK COPY

☐



USE BALL POINT AND BEAR DOWN
FORM [illegible] 11 72
SPEEDISALES MOORE BUSINESS FORMS INC

Purchaser Acceptor (herein called Cardholder) agrees to pay to the issuer of the BankAmericard credit card used herein, the amount shown as the TOTAL hereon in accordance with the terms of the Cardholder's Agreement governing the use of the BankAmericard.

5324763

BANKAMERICARD SALES TICKET	DEPT. NO.	CLERK'S NO.	CLERK'S INIT.	TAKE SEND	
QUAN	CLASS	DESCRIPTION	UNIT COST	AMOUNT	
DATE	AUTHORIZATION CODE		SUB TOTAL		
SALE CONFIRMED AND DRAFT ACCEPTED X CARDHOLDER'S SIGNATURE			TAX TOTAL		

BANK COPY

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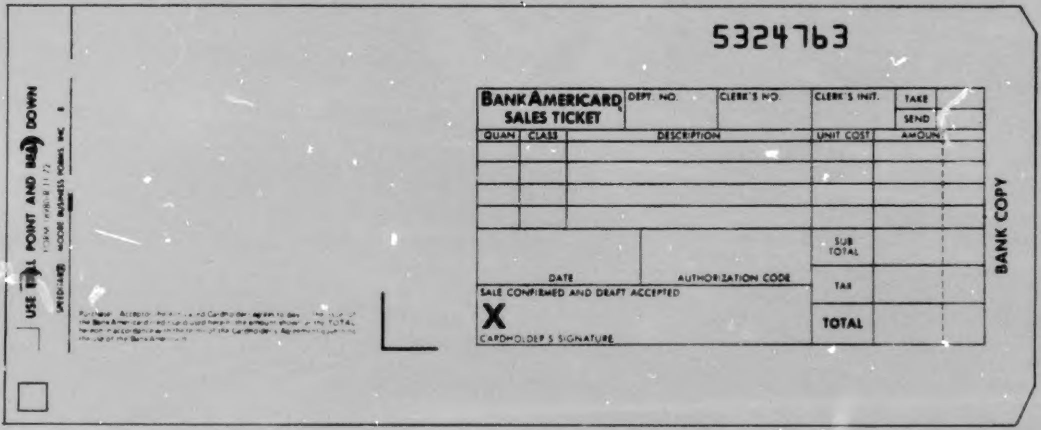

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QUAN	CLASS	DESCRIPTION	UNIT COST	AMOUNT	
DATE	AUTHORIZATION CODE		SUB TOTAL		
SALE CONFIRMED AND DRAFT ACCEPTED X CARDHOLDER'S SIGNATURE			TAX TOTAL		

BANK COPY

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CASHIER/CHECKER
CC-C4

HANDLING REFUNDS

INTRODUCTION

As a cashier/checker, you may be required to handle three types of refunds: cash refunds for returned merchandise, bottle deposit refunds, and credit card refunds. You must know what to do and how to do it quickly so that you will not slow down your lane. The learning activities in this module are designed to help you learn how to perform these activities.

DIRECTIONS

Before you start to work on this module, be sure that you have completed the "Ringing Up Taxable and Nontaxable Merchandise" and "Handling Charge Accounts" modules.

Read the objectives below. If you think that you are already able to perform these tasks, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to be able to do the tasks, complete the learning activities inside this module.

OBJECTIVES

(1) Given a customer request for a cash refund and a refund form, fill out the form and make the refund.

(2) Provided situations involving bottle returns, the amount of refund per bottle, and a refund form, calculate the total amount to be refunded, and fill out the refund form.

(3) Provided a situation involving returned merchandise charged on a credit card, complete necessary forms to process a refund.

LEARNING ACTIVITIES

---

1. Read Information Sheet, How to Make Refunds Using an Automatic Electronic Register. (Page 3)
2. Read Information Sheet, Processing Cash Refunds for Returned Merchandise. (Page 4)

   (or)____

3. Check your knowledge by completing Assignment Sheet #1, Processing Cash Refunds for Returned Merchandise. (Page 5)

   (or)____

4. Check your knowledge by completing Assignment Sheet #2, Deposits on Returnable Containers. (Page 7)
5. Read Information Sheet, Handling Bottle Refunds. (Page 8)
6. Check your knowledge by completing Assignment Sheet #3, Handling Bottle Refunds. (Page 9)
7. Read Information Sheet, Handling Credit Card Purchase Refunds. (Page 12)
8. Check your knowledge by completing Assignment Sheet #4, Process a Credit Card Purchase Refund. (Page 14)
9. Turn in completed LAP to your instructor.

INFORMATION SHEET

HOW TO MAKE REFUNDS USING AN AUTOMATIC ELECTRONIC REGISTER

The following procedure should be followed to process a refund on an automatic register

(NOTE: Since automatic cash registers record all information within the register, usually no other forms are required as with automatic electronic cash registers.)

A. Call a manager

(NOTE: A refund key is required to make a refund on most automatic registers. The manager will have this key.)

B. Inform manager of amount to be refunded and the appropriate department

(NOTE: The manager will ring this amount by depressing the refund amount, the REFUND/PAID OUT key, and the department key.)

C. Give customer his or her refund

D. Close the register, and thank the customer for shopping at your store

INFORMATION SHEET

PROCESSING CASH REFUNDS FOR RETURNED MERCHANDISE

Cash refunds usually must be approved by the store manager or by another person who has the proper authority. Once you obtain this approval, fill out the Merchandise Cash Refund form (Figure 1). The steps below are a quick and simple way to fill out the refund form.

Steps for filling out a Merchandise Cash Refund form

A. Record the date (#1)

B. Initial or sign the form (#2)

C. Obtain approval from store or department manager, if necessary (#3)

D. Check the correct department (#4)

E. Record the price, tax, and total amount to be refunded (#5)

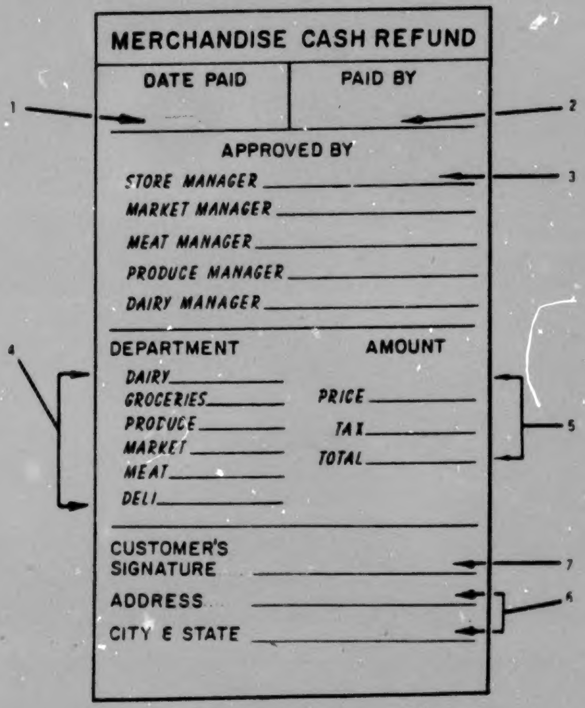
F. Record the customer's complete address (#6)

G. Have the customer sign the form (#7)

H. Make the cash refund to the customer

I. Retain the form in the cash drawer

FIGURE 1



MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER ______

MARKET MANAGER ______

MEAT MANAGER ______

PRODUCE MANAGER ______

DAIRY MANAGER ______

DEPARTMENT	AMOUNT
DAIRY ______	
GROCERIES ______	PRICE ______
PRODUCE ______	TAX ______
MARKET ______	TOTAL ______
MEAT ______	
DELI ______	

CUSTOMER'S SIGNATURE ______

ADDRESS ______

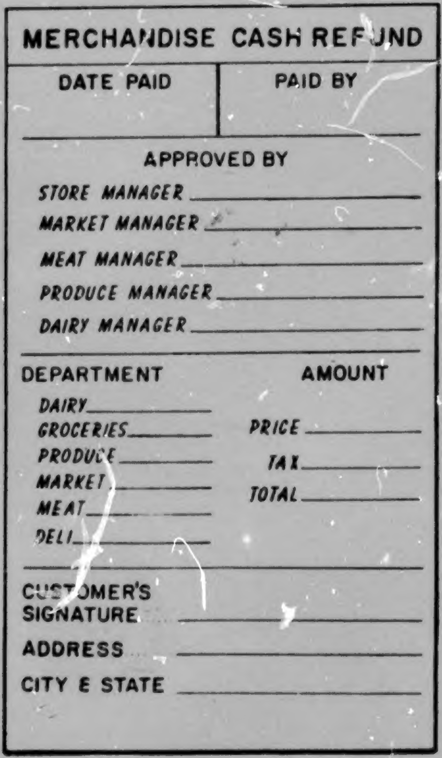
CITY & STATE ______

HANDLING REFUNDS

ASSIGNMENT SHEET #1--PROCESSING CASH REFUNDS FOR RETURNED MERCHANDISE

Directions: The following are three examples of customers' requests for cash refunds. Assume that each request has been approved, and fill out one Merchandise Cash Refund form for each exercise.

FIGURE 2



MERCHANDISE CASH REFUND

DATE PAID

PAID BY

APPROVED BY

STORE MANAGER ____________

MARKET MANAGER ____________

MEAT MANAGER ____________

PRODUCE MANAGER ____________

DAIRY MANAGER ____________

DEPARTMENT	AMOUNT
DAIRY ________	
GROCERIES ________	*PRICE* ________
PRODUCE ________	*TAX* ________
MARKET ________	*TOTAL* ________
MEAT ________	
DELI ________	

CUSTOMER'S SIGNATURE ____________

ADDRESS ____________

CITY & STATE ____________

EXERCISE #1 (Figure 2)

Mrs. Bill Lane returned five bent cans of peaches at 68¢ per can. The store manager, Mr. George Hall, approved a merchandise cash refund. Mrs. Lane's address is 498 Main Street, Yourtown, Oklahoma.

CONTINUED ON PAGE 6 ....

Assignment Sheet #1 (p. 2)

FIGURE 3

MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER ____________

MARKET MANAGER ____________

MEAT MANAGER ____________

PRODUCE MANAGER ____________

DAIRY MANAGER ____________

DEPARTMENT	AMOUNT
DAIRY ________	
GROCERIES ________	*PRICE* ________
PRODUCE ________	*TAX* ________
MARKET ________	*TOTAL* ________
MEAT ________	
DELI ________	

CUSTOMER'S SIGNATURE ____________

ADDRESS ____________

CITY & STATE ____________

EXERCISE #2 (Figure 3)

On June 4, 1983, John Doe of 149 East 61st Street, Podunk, Oklahoma, returned 1 gallon of milk because the cap was not secured. The price was $2.19. Ms. Sue Knight, the dairy department manager, approved the refund.

FIGURE 4

MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER ____________

MARKET MANAGER ____________

MEAT MANAGER ____________

PRODUCE MANAGER ____________

DAIRY MANAGER ____________

DEPARTMENT	AMOUNT
DAIRY ________	
GROCERIES ________	*PRICE* ________
PRODUCE ________	*TAX* ________
MARKET ________	*TOTAL* ________
MEAT ________	
DELI ________	

CUSTOMER'S SIGNATURE ____________

ADDRESS ____________

CITY & STATE ____________

EXERCISE #3 (Figure 4)

John Coleman returned a can of spray paint that would not spray. He had purchased it for $2.49 on October 5, 1983, and returned it the following day. Mr. Tom Alsip, the market manager, approved the refund. Mr. Coleman lives at 4489 Pawhuska, Indianville, Oklahoma.

HANDLING REFUNDS

ASSIGNMENT SHEET #2--DEPOSITS ON RETURNABLE CONTAINERS

The most common type of returnable container found in stores is a pop bottle; however, several other types of returnable containers may pass through your check-out stand on any given day. In order to become more familiar with deposits charged on all returnable containers, complete the exercise below.

Directions: Ask your instructor for information on cash deposits of the returnable containers listed below. Write the current deposit for each on the blanks provided.

Type of Container	Cash Deposit
Pop bottle, 7-ounce size; cost per bottle	
Pop bottles, 7-ounce size; cost per carton with six bottles	
Paper carton for 7-ounce bottles; cost per carton only	
Pop bottle, 16-ounce size; cost per bottle	
Pop bottles, 16-ounce size; cost per carton with six bottles	
Paper carton for 16-ounce bottles; cost per carton only	
Pop bottle, 1-liter size; cost per bottle	
Pop bottles, 1-liter size; cost per carton with six bottles	
Paper carton for 1-liter bottles; cost per carton only	
Water bottle, 1-gallon size; cost per bottle	
Water bottle, 5-gallon size; cost per bottle	

INFORMATION SHEET

HANDLING BOTTLE REFUNDS

As a cashier/checker, you will probably be required to make cash refunds for bottle deposits. This is a simple procedure. Below is the six-step procedure for properly handling bottle refunds.

Procedure for handling bottle refunds

A. Count number of bottles returned by customer

B. Determine the amount to be returned by multiplying the number of bottles by the refund per bottle

C. Write refund amount in the AMOUNT PAID OUT column on the Cash Voucher--Bottles form

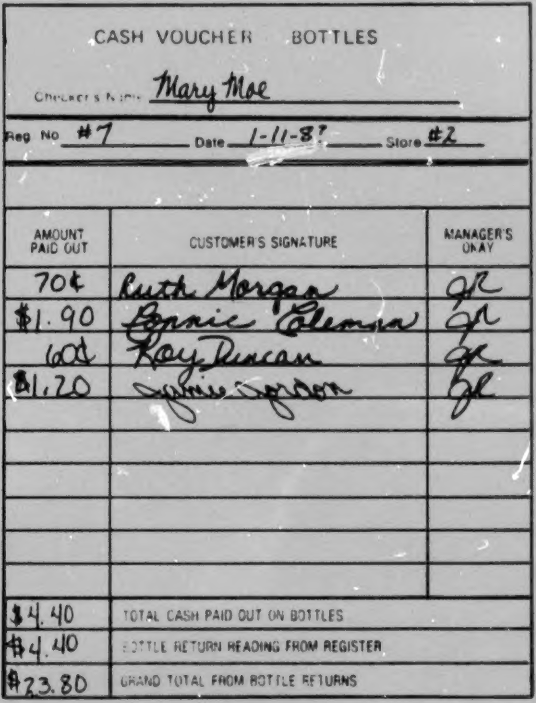
D. Write the date, and sign the form

E. Count the refund out loud to the customer

F. Place the form in the cash drawer

EXAMPLE: On January 11, the following bottle refunds were processed through Mary Moe's check-out stand: Ruth Morgan, 70¢; Connie Coleman, $1.90; Ray Duncan, 60¢; and Jamie Jordon, $1.20. The following refund form illustrates how Mary handled the transactions. (Figure 5)

FIGURE 5



CASH VOUCHER BOTTLES

Checker's Name Mary Moe

Reg No #7 Date 1-11-87 Store #2

AMOUNT PAID OUT	CUSTOMER'S SIGNATURE	MANAGER'S OKAY
70¢	Ruth Morgan	JR
$1.90	Connie Coleman	JR
60¢	Ray Duncan	JR
$1.20	Jamie Jordon	JR
$4.40	TOTAL CASH PAID OUT ON BOTTLES	
$4.40	BOTTLE RETURN READING FROM REGISTER	
$23.80	GRAND TOTAL FROM BOTTLE RETURNS	

HANDLING REFUNDS

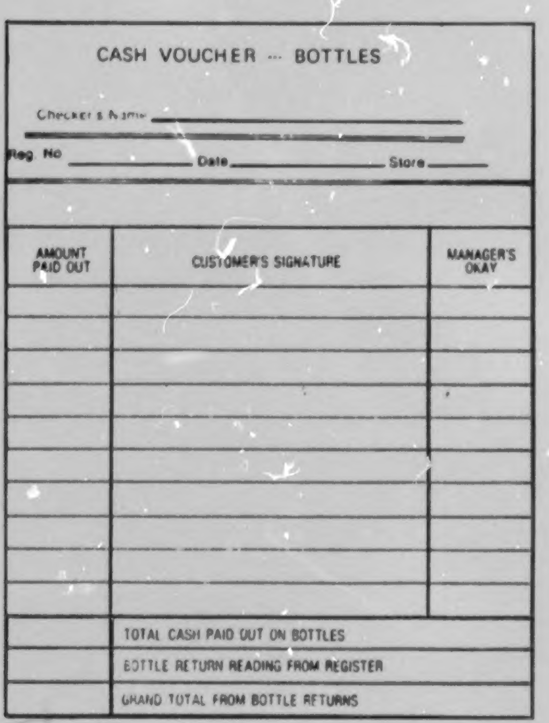
ASSIGNMENT SHEET #3--HANDLING BOTTLE REFUNDS

Directions: Read and fill out the bottle-deposit cash voucher for the following exercises. Use Assignment Sheet #2 for reference as necessary to complete this exercise.

EXERCISE #1 (Figure 6)

Mrs. Jane Cole returned four 1-liter bottles at 20¢ per bottle and eight 16-ounce bottles at 10¢ per bottle. (Use today's date.)

FIGURE 6



CASH VOUCHER — BOTTLES

Checker's Name ____________

Reg. No ________ Date ____________ Store ______

AMOUNT PAID OUT	CUSTOMER'S SIGNATURE	MANAGER'S OKAY

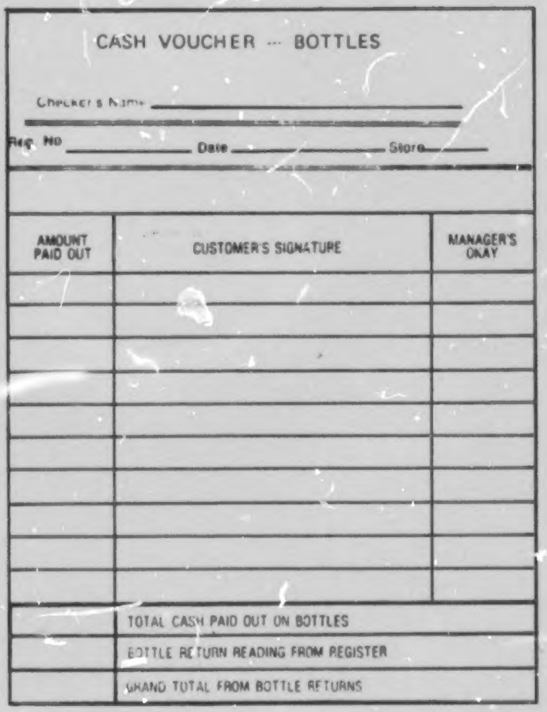
	TOTAL CASH PAID OUT ON BOTTLES
	BOTTLE RETURN READING FROM REGISTER
	GRAND TOTAL FROM BOTTLE RETURNS

Assignment Sheet #3 (p. 2)

EXERCISE #2 (Figure 7)

Mr. Bob Allen returned forty-six 8-ounce bottles at 5¢ per bottle; Mr. Mike Lake, the store manager, approved the return. (Use today's date.)

FIGURE 7



CASH VOUCHER — BOTTLES

Checker's Name ____________________

Reg. No ____________ Date ____________ Store ________

AMOUNT PAID OUT	CUSTOMER'S SIGNATURE	MANAGER'S OKAY
	TOTAL CASH PAID OUT ON BOTTLES	
	BOTTLE RETURN READING FROM REGISTER	
	GRAND TOTAL FROM BOTTLE RETURNS	

HANDLING REFUNDS

ASSIGNMENT SHEET #1--PROCESSING CASH REFUNDS FOR RETURNED MERCHANDISE

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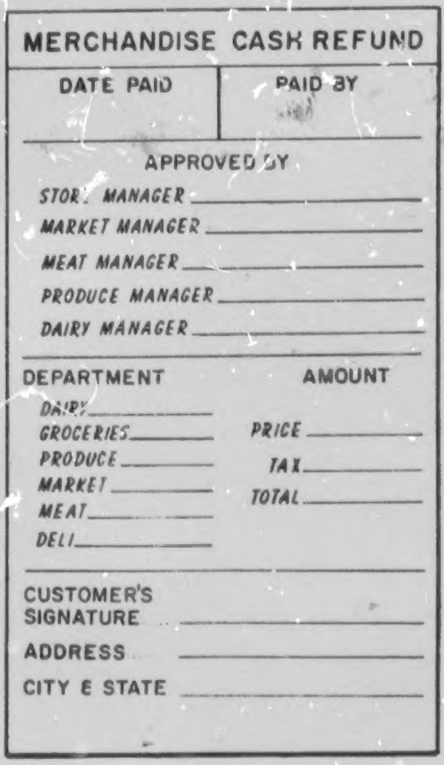
FIGURE 2



MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER __________
MARKET MANAGER __________
MEAT MANAGER __________
PRODUCE MANAGER __________
DAIRY MANAGER __________

DEPARTMENT	AMOUNT
DAIRY ______	
GROCERIES ______	PRICE ______
PRODUCE ______	TAX ______
MARKET ______	TOTAL ______
MEAT ______	
DELI ______	

CUSTOMER'S SIGNATURE __________
ADDRESS __________
CITY & STATE __________

EXERCISE #1 (Figure 2)

Mrs. Bill Lane returned five bent cans of peaches at 68¢ per can. The store manager, Mr. George Hall, approved a merchandise cash refund. Mrs. Lane's address is 498 Main Street, Yourtown, Oklahoma.

CONTINUED ON PAGE 6 ....

Assignment Sheet #1 (p. 2)

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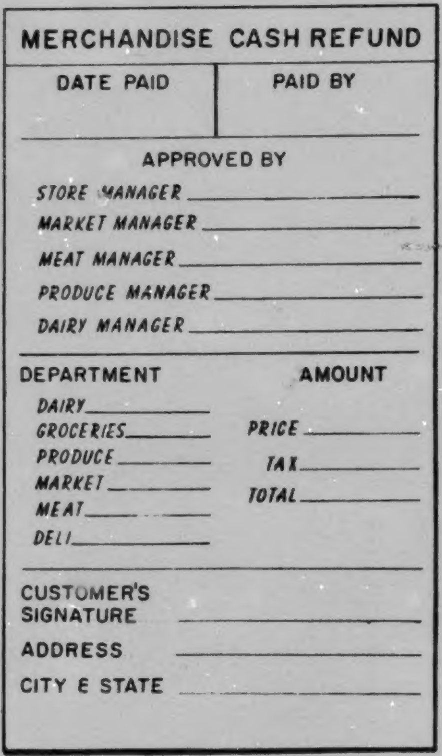

MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER ____

MARKET MANAGER ____

MEAT MANAGER ____

PRODUCE MANAGER ____

DAIRY MANAGER ____

DEPARTMENT	AMOUNT
DAIRY ____	
GROCERIES ____	PRICE ____
PRODUCE ____	TAX ____
MARKET ____	TOTAL ____
MEAT ____	
DELI ____	

CUSTOMER'S SIGNATURE ____

ADDRESS ____

CITY & STATE ____

EXERCISE #2 (Figure 3)

On June 4, 1983, John Doe of 149 East 61st Street, Podunk, Oklahoma, returned 1 gallon of milk because the cap was not secured. The price was $2.19. Ms. Sue Knight, the dairy department manager, approved the refund.

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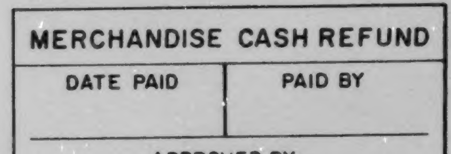

MERCHANDISE CASH REFUND

DATE PAID	PAID BY

APPROVED BY

STORE MANAGER ____

MARKET MANAGER ____

MEAT MANAGER ____

PRODUCE MANAGER ____

DAIRY MANAGER ____

DEPARTMENT	AMOUNT
DAIRY ____	
GROCERIES ____	PRICE ____
PRODUCE ____	TAX ____
MARKET ____	TOTAL ____
MEAT ____	
DELI ____	

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ADDRESS ____

CITY & STATE ____

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HANDLING REFUNDS

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Directions: Ask your instructor for information on cash deposits of the returnable containers listed below. Write the current deposit for each on the blanks provided.

Type of Container	Cash Deposit
Pop bottle, 7-ounce size; cost per bottle	______________
Pop bottles, 7-ounce size; cost per carton with six bottles	______________
Paper carton for 7-ounce bottles; cost per carton only	______________
Pop bottle, 16-ounce size; cost per bottle	______________
Pop bottles, 16-ounce size; cost per carton with six bottles	______________
Paper carton for 16-ounce bottles; cost per carton only	______________
Pop bottle, 1-liter size; cost per bottle	______________
Pop bottles, 1-liter size; cost per carton with six bottles	______________
Paper carton for 1-liter bottles; cost per carton only	______________
Water bottle, 1-gallon size; cost per bottle	______________
Water bottle, 5-gallon size; cost per bottle	______________

INFORMATION SHEET

HANDLING BOTTLE REFUNDS

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D. Write the date, and sign the form

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F. Place the form in the cash drawer

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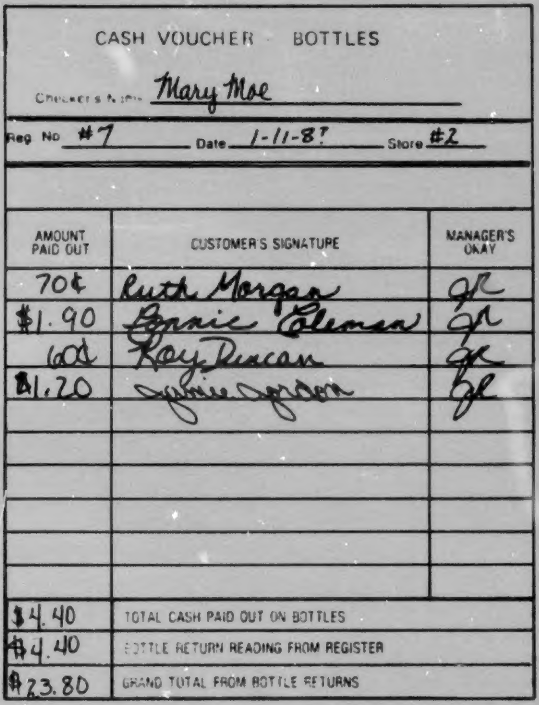


CASH VOUCHER - BOTTLES

Checker's Name Mary Moe

Reg. No #7 Date 1-11-87 Store #2

AMOUNT PAID OUT	CUSTOMER'S SIGNATURE	MANAGER'S OKAY
70¢	Ruth Morgan	JR
$1.90	Connie Coleman	JR
60¢	Ray Duncan	JR
$1.20	Jamie Jordon	JR

$4.40	TOTAL CASH PAID OUT ON BOTTLES
$4.40	BOTTLE RETURN READING FROM REGISTER
$23.80	GRAND TOTAL FROM BOTTLE RETURNS

HANDLING REFUNDS

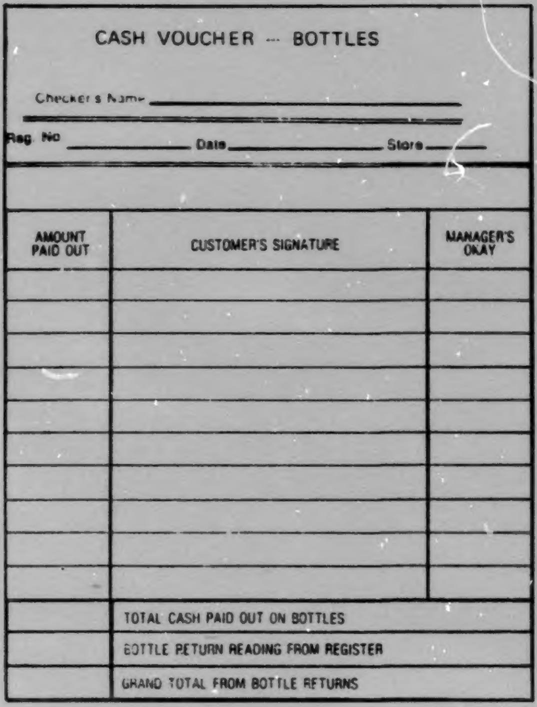
ASSIGNMENT SHEET #3--HANDLING BOTTLE REFUNDS

Directions: Read and fill out the bottle-deposit cash voucher for the following exercises. Use Assignment Sheet #2 for reference as necessary to complete this exercise.

EXERCISE #1 (Figure 6)

Mrs. Jane Cole returned four 1-liter bottles at 20¢ per bottle and eight 16-ounce bottles at 10¢ per bottle. (Use today's date.)

FIGURE 6



CASH VOUCHER — BOTTLES

Checker's Name ____________________

Reg. No ________ Date ____________ Store ______

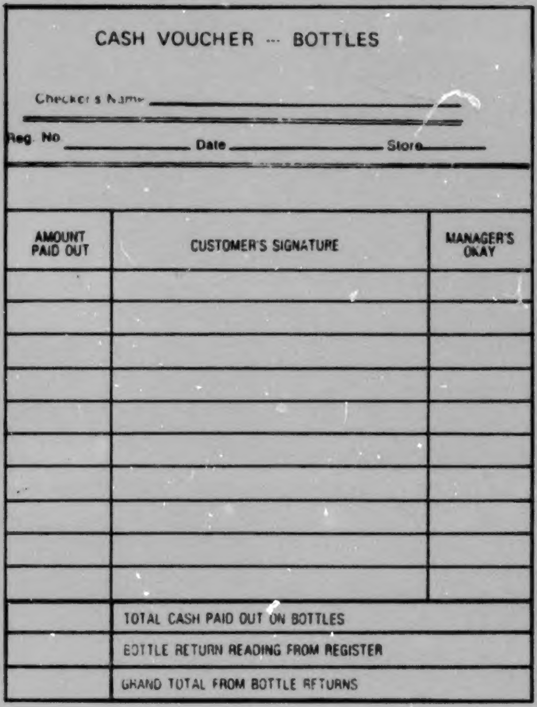
AMOUNT PAID OUT	CUSTOMER'S SIGNATURE	MANAGER'S OKAY
	TOTAL CASH PAID OUT ON BOTTLES	
	BOTTLE RETURN READING FROM REGISTER	
	GRAND TOTAL FROM BOTTLE RETURNS	

Assignment Sheet #3 (p. 2)

EXERCISE #2 (Figure 7)

Mr. Bob Allen returned forty-six 8-ounce bottles at 5¢ per bottle; Mr. Mike Lake, the store manager, approved the return. (Use today's date.)

FIGURE 7



CASH VOUCHER — BOTTLES

Checker's Name ____________________

Reg. No ____________ Date ______________ Store ________

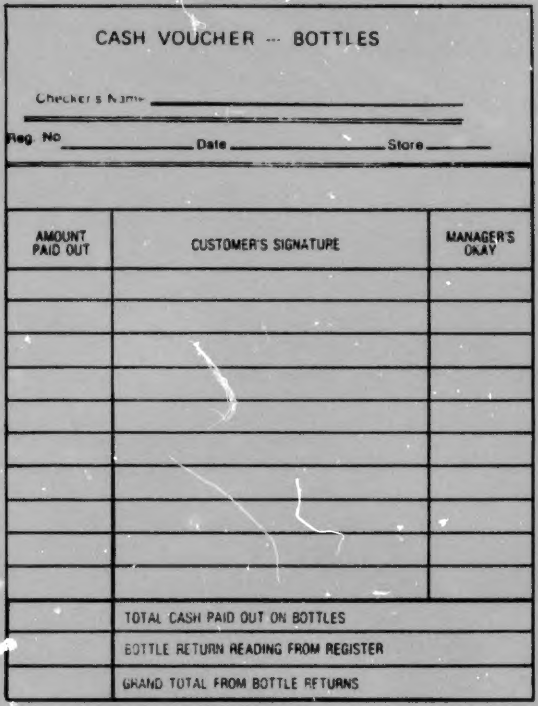
AMOUNT PAID OUT	CUSTOMER'S SIGNATURE	MANAGER'S OKAY
	TOTAL CASH PAID OUT ON BOTTLES	
	BOTTLE RETURN READING FROM REGISTER	
	GRAND TOTAL FROM BOTTLE RETURNS	

Assignment Sheet #3 (p. 3)

EXERCISE #3 (Figure 8)

Miss Jackie Rivers returned six 8-ounce bottles at 5¢ per bottle, one 1-liter bottle at 15¢, and ten 16-ounce bottles at 10¢ per bottle. (Use today's date.)

FIGURE 8



CASH VOUCHER — BOTTLES

Checker's Name ____________________

Reg. No ____________ Date ____________ Store ________

AMOUNT PAID OUT	CUSTOMER'S SIGNATURE	MANAGER'S OKAY
	TOTAL CASH PAID OUT ON BOTTLES	
	BOTTLE RETURN READING FROM REGISTER	
	GRAND TOTAL FROM BOTTLE RETURNS	

INFORMATION SHEET

HANDLING CREDIT CARD PURCHASE REFUNDS

More frequently in department stores than in any other type of business, cashier/checkers are faced with handling refunds for merchandise that was purchased with credit cards. Depending on the nature of the refund, whether it is for an item of equal, greater, or less value than the original purchase, specific steps should be performed in handling credit card purchase refunds.

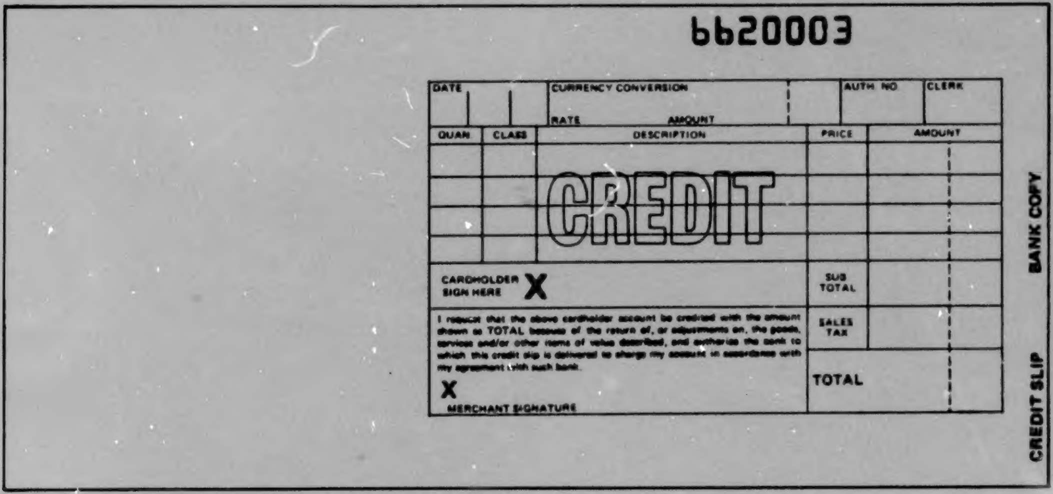
Procedures usually followed for processing returns and exchanges of items purchased on credit card accounts

(NOTE: Most stores do not allow cash refunds for credit card purchases. Check with your store manager for store policy after you are employed.)

A. No action is required on an even exchange; simply exchange merchandise

B. If a customer exchanges an item for one of less value or returns the item to the store for a cash refund, prepare a credit voucher draft (Figure 9)

FIGURE 9



bb20003

DATE

CURRENCY CONVERSION

RATE AMOUNT

AUTH NO

CLERK

QUAN	CLASS	DESCRIPTION	PRICE	AMOUNT
		CREDIT		

CARDHOLDER SIGN HERE X

SUB TOTAL

SALES TAX

TOTAL

I request that the above cardholder account be credited with the amount shown as TOTAL because of the return of, or adjustments on, the goods, services and/or other items of value described, and authorize the bank to which this credit slip is delivered to charge my account in accordance with my agreement with such bank.

X

MERCHANT SIGNATURE

BANK COPY

CREDIT SLIP

Courtesy of Liberty National Bank, Oklahoma City, Oklahoma.

1. Complete credit voucher draft the same way you would complete a sales draft
2. Imprint credit card on the credit voucher draft
3. Check signature with credit card
4. Call for manager approval

CONTINUE ....

BEST COPY AVAILABLE

Information Sheet (p. 2)

5. Give customer a copy of credit voucher draft

6. Return customer's credit card

C. If a customer exchanges an item for one of greater value, a new sales draft is prepared

(NOTE: There are two common methods for processing this type of exchange.)

1. Write a new sales draft showing the difference between the two amounts, and write an explanation on the sales draft

   (NOTE: Tax is charged against the actual selling price of the new item.)

2. Write a credit voucher draft for total amount of original sale, and prepare a new sales draft for entire purchase

READY FOR A LITTLE PRACTICE? ....

HANDLING REFUNDS

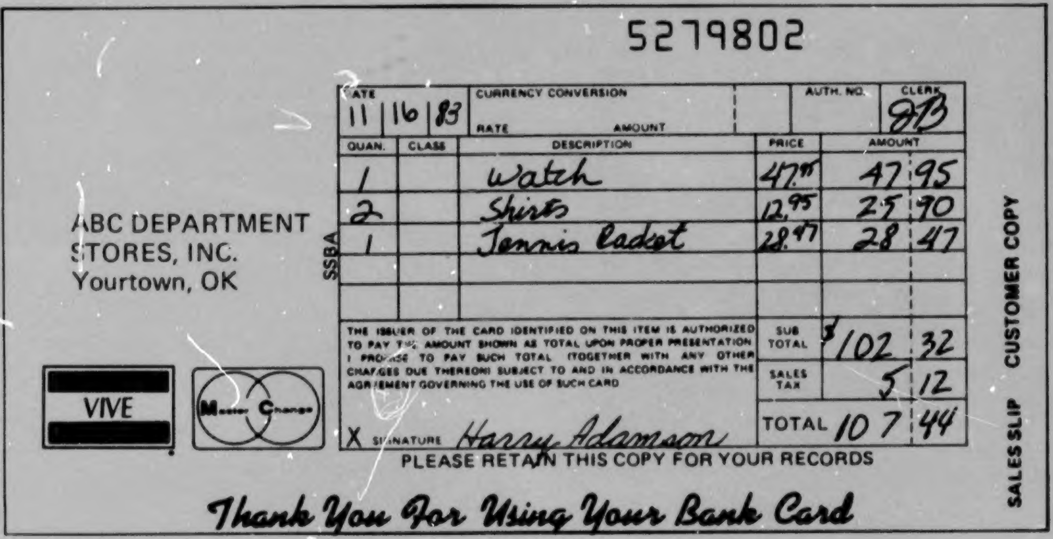
ASSIGNMENT SHEET #4--PROCESS A CREDIT CARD PURCHASE REFUND

This assignment sheet is designed to provide you with practice in processing credit card purchase refunds.

Directions: To complete this activity, assume that you are a cashier/checker in a local department store and a customer enters your department with a customer copy of a bank card sales slip (Figure 10). Today's date is November 21, 1983, and your store is called the ABC Department Store.

PART I--Study sales slip and answer the following questions

FIGURE 10



5279802

ABC DEPARTMENT
STORES, INC.
Yourtown, OK

VIVE

Master Charge

SSBA

DATE	CURRENCY CONVERSION RATE AMOUNT		AUTH. NO.	CLERK
11 | 16 | 83				9B

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT	
1		Watch	47.95	47	95
2		Shirts	12.95	25	90
1		Tennis Racket	28.47	28	47
			SUB TOTAL	$102	32
			SALES TAX	5	12
			TOTAL	107	44

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD

X SIGNATURE Harry Adamson

PLEASE RETAIN THIS COPY FOR YOUR RECORDS

SALES SLIP CUSTOMER COPY

Thank You For Using Your Bank Card

A. Should you accept the sales slip as record of purchase? Yes No (Circle the correct answer.)

B. Explain your answer. ______________________________

____

____

____

____

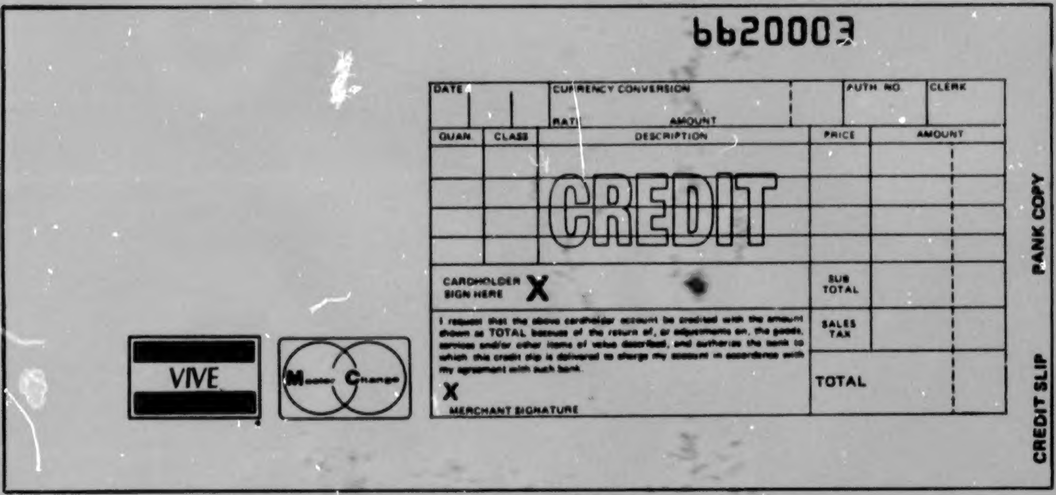
CONTINUE THIS ACTIVITY ON NEXT PAGE ....

Assignment Sheet #4 (p. 2)

PART II--Process a credit return or exchange

(NOTE: Assume that the customer in Part I returns one of the shirts and exchanges it for one that sells for $18.99. Use the appropriate form(s) to record the transaction. See Figures 11 and 12.)

FIGURE 11



66200003

DATE | CURRENCY CONVERSION RATE AMOUNT | AUTH NO | CLERK

QUAN	CLASS	DESCRIPTION	PRICE	AMOUNT
		CREDIT		

CARDHOLDER SIGN HERE X

SUB TOTAL

SALES TAX

TOTAL

I request that the above cardholder account be credited with the amount shown as TOTAL because of the return of, or adjustments on, the goods, services and/or other items of value described, and authorize the bank to which this credit slip is delivered to charge my account in accordance with my agreement with such bank.

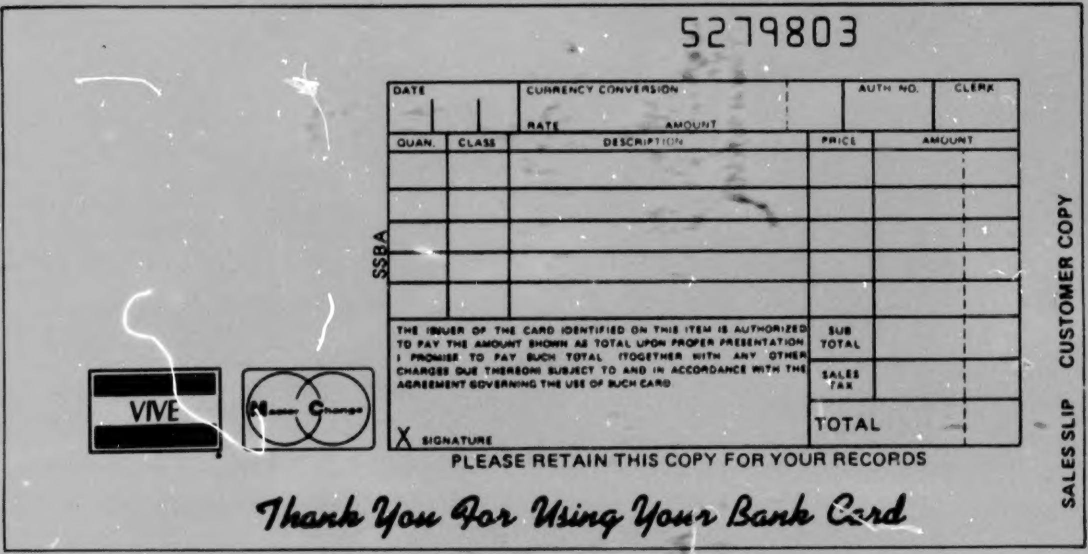
X MERCHANT SIGNATURE

BANK COPY

CREDIT SLIP

Courtesy of Liberty National Bank, Oklahoma City, Oklahoma.

FIGURE 12



5279803

DATE | CURRENCY CONVERSION RATE AMOUNT | AUTH NO. | CLERK

QUAN.	CLASS	DESCRIPTION	PRICE	AMOUNT

SSBA

SUB TOTAL

SALES TAX

TOTAL

THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD

X SIGNATURE

PLEASE RETAIN THIS COPY FOR YOUR RECORDS

Thank You For Using Your Bank Card

CUSTOMER COPY

SALES SLIP

BEST COPY AVAILABLE

CASHIER/CHECKER

CC-D1

PRODUCE

INTRODUCTION Many items of produce are sold unwrapped as individual units or in bulk quantities by the pound. For this reason, your customers may have unmarked fruits and vegetables when they come to your check-out stand. You will be given a price list for all produce carried in your store, but you will be required to identify the type of fruit or vegetable in order to look up the price of each. This module will help you to identify several types of fruits and vegetables.

DIRECTIONS If you think you are already able to perform this task, check with your instructor about completing the assignment sheets,

or

if you need to complete learning activities in order to do the task, find the learning activities inside this module, and go through them in the order in which they are listed.

OBJECTIVE After completing this module, the student should be able to identify several varieties of produce.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Types of Produce. (Page 3)
2. Check your knowledge by completing Assignment Sheet #1, Identifying Produce. (Page 7)
3. Check your knowledge by completing Assignment Sheet #2, List Common Produce. (Page 8)
4. Turn in completed LAP to your instructor.

INFORMATION SHEET

TYPES OF PRODUCE

PART I--Fruits

A. Apples--Seven thousand varieties of apples are grown in the United States, of these varieties, thirteen provide about 90 percent of the total production

(NOTE: Commercial apple production is dominated by five leading varieties: Red Delicious, Golden Delicious, Johnathan, Rome, and York.)

B. Apricots--The apricot is a stone fruit; golden yellow color, plumpness, and firmness are all traits of the apricot

C. Avocado--A pear-shaped fruit used mainly in salads, avocados vary widely in weight, texture, shape, and thickness of skin; the color ranges from green to black

D. Bananas--If ripe, the banana will be yellow; it is a long fruit with blunt ends

(NOTE: Bananas are one of the most sought after items in the produce department.)

E. Grapefruit--A large, round, citrus fruit; the grapefruit should be firm and smooth textured, with a well-rounded shape; grapefruit can range from pale yellow to russet or bronze

F. Grapes--Table grapes, those grapes intended for use as fresh fruit, come in a variety of colors, from light green to dark red

G. Lemons--There are two types of lemons: acid and sweet; lemons are a firm yellow, citrus fruit with a lot of flavor

(NOTE: Lemons are available all year in adequate quantities to meet demands.)

H. Limes--Limes are available in acid and sweet varieties; a light yellow green color, limes are very acidic and highly flavored

I. Melons--There are three common kinds of melons: cantaloupes, honeydews, and watermelons

1. Cantaloupes--A slightly golden, football-shaped fruit

2. Honeydews--A light white-green colored fruit about 7 inches in diameter; has a low calorie content

3. Watermelons--A large, football- or round-shaped fruit; is yellowish on the underside and a rich green over the rest of the melon

J. Nectarines--A nectarine resembles a "fuzzless" peach; nectarines are bright red in color and usually have a yellow flesh

K. Oranges--A deep orange color, this fruit can vary from sour to sweet flavors; the sweet oranges are the Florida, California, navel, and ruby oranges

(NOTE: Navel oranges are characterized by a "button" on one end.)

L. Peaches--This round, fuzzy fruit can be yellow to creamy pink in color

(NOTE: New varieities, which are better looking and have more taste appeal, are replacing some old favorites such as Elberta, Redhaven, and Redtop.)

M. Pears--A bell-shaped, fairly thin-skinned, clear yellow fruit, pears range in color from light yellow to green

(NOTE: The Bartlett pear is the most popular pear. It is known as the summer pear.)

N. Pineapples--A pine-cone-shaped fruit with natural sugar content, fresh deep green crown leaves and golden color are characteristic of this fruit

O. Plums--There are two main types of plums: Japanese and European

1. Japanese--Are medium to large and and famous for their juiciness; they come in a variety of shapes, and are reddish in color

2. European--Are always blue or purple; they are small, oval, or roundish, have a mild flavor, and have firm fruit

PART II--Vegetables

A. Asparagus--Asparagus comes in groups of dark green spears

(NOTE: Asparagus is a member of the lily family, which also includes such vegetables as onions, garlic, and leeks.)

B. Beans--Beans are crisp, long, straight pods; some have flat pods and some have round pods; some beans are green, others are yellow

(NOTE: Beans may be string or stringless.)

C. Cabbage--Cabbage usually grows in heads; however, a type known as Celery cabbage is also grown

(NOTE: One of the most unusual appearing varieties is called Savoy cabbage. It is yellow green and has crimped leaves that form a head, usually not much smaller than a small head of lettuce.)

D. Carrots--Carrots are a root vegetable; they are smooth, long, pointed, and orange-colored

(NOTE: Carrots are on the market all year.)

E. Cauliflower--Cauliflower is sold in heads much like cabbage, but it has the texture of broccoli; it is a white vegetable with dark green leaves

F. Celery--There are two types of celery: Golden Heart, which is white, and Pascal, which is dark or light green in color; celery is sold in bunches of stalks, usually tied together with rubber bands

G. Cucumbers--There are many varieites of cucumbers: long, thick, short and stuby, smooth skinned, and rough skinned; they are usually green in color

H. Eggplant--Eggplant is a large pear-shaped vegetable, purple black in color

I. Lettuce--There are five major varieties of lettuce: Iceburg, Romaine, Stem, Leaf, and Bill or Boston

1. Iceburg--Head is firm and light green
2. Romaine--Has long loaf-shaped head and long, narrow leaves
3. Stem--Has a large stem or seedstalk
4. Leaf--Has leaves that loosely branch from stalk
5. Bill or Boston--Heads are lighter than Iceburg

J. Onions--There are several types of onions: yellow, white, or red (ball- or globe-shaped vegetables), and the green onion (a long green shoot with a small white end)

K. Peppers--There are two common types of peppers: bell and chili peppers

1. Bell pepper--Is the most popular because of its size, shape, and green or red color
2. Chili pepper--Is a small, bright red to dark green vegetable

L. Potatoes--There are many varieties of potatoes; the most common are the white, sweet, red, new, and russet

1. White--Are oblong, broad, and flattened; have a smooth skin
2. Sweet--Are long and football-shaped; have a smooth skin
3. Red--Are round and medium sized; have a smooth skin
4. New--Are shipped directly from the field
5. Russet--Are oblong to long in shape; have a heavily netted skin; are most commonly used for baking

M. Radishes--Radishes vary in size from about 1 inch to 4 inches in diameter; there are two common types: the icicle and the button

1. Icicle--Long, white, and mild-flavored radish
2. Button--Small, red, more popular variety

N. Squash--There are many varieties of squash; a few common varieties include acorn, butternut, Italian or zucchini, and yellow crookneck

1. Acorn--Look like a small watermelon; have a dark green color
2. Butternut--Look like a giant pear; are yellow in color and hard at touch
3. Italian or zucchini--Are straight in shape; a dark green color
4. Yellow crookneck--Have curved neck; are large at the bottom; have a light yellow color

O. Tomatoes--A red, round, or pear-shaped vegetable, averaging in size from the small cherry tomato to varieties that are 6 inches across the top

PART III--Plants

(NOTE: Many stores stock potted flowers and vegetables in or near the produce department. These plants are usually priced on the side of the pot.)

A. Potted flowers--Are grown in a hothouse and shipped to the store, where they are sold during holidays or to be replanted outside during the summer

B. Potted vegetables--Are grown in a hothouse and shipped to the store, where they are sold to be replanted outside during the summer

PART IV--Miscellaneous items--During the holidays stores stock seasonal produce items

EXAMPLES: Nuts, ornamental gourds, ornamental corn, and herbs

PRODUCE

ASSIGNMENT SHEET #1--IDENTIFYING PRODUCE

PART I--Name produce

Directions: Your instructor will show you twenty pictures of different fruits and vegetables. Write the name of each on the lines provided.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

K. ______________________________

L. ______________________________

M. ______________________________

N. ______________________________

O. ______________________________

P. ______________________________

Q. ______________________________

R. ______________________________

S. ______________________________

T. ______________________________

PART II--Distinguish between fruits and vegetables

Directions: Using the list you have just prepared in Part I, tell which items of produce are fruits and which are vegetables. Write "F" in the blank next to each letter in which a fruit appears in Part I, and write "V" for each vegetable.

_____ A.

_____ B.

_____ C.

_____ D.

_____ E.

_____ F.

_____ G.

_____ H.

_____ I.

_____ J.

_____ K.

_____ L.

_____ M.

_____ N.

_____ O.

_____ P.

_____ Q.

_____ R.

_____ S.

_____ T.

PRODUCE

ASSIGNMENT SHEET #2--LIST COMMON PRODUCE

PART I--List vegetables

Directions: List ten vegetables commonly found in a grocery store produce department.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

PART II--List fruits

Directions: List ten fruits that are found in a grocery store produce department.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

PART III--List seasonal items

Directions: List five seasonal items found only on holidays in the produce department of a grocery store.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

CASHIER/CHECKER

CC-D2

WEIGHING AND PRICING PRODUCE

INTRODUCTION

Stores often offer customers the choice of either prepackaged or loose produce. If the customer selects loose produce, it is often the task of the cashier/checker to weigh and price it. In this module, you will learn how to do these tasks.

Before you start to work on this module, be sure that you have completed Operating the Cash Register and Produce.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, arrange with your instructor to do the assignment sheets and job sheet,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module, and go through them in the order in which they are listed.

OBJECTIVE

Given loose produce, a produce scale, and a produce price list, correctly weigh the produce and determine the selling price.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Parts of a Manual Scale. (Page 3)
2. Check your knowledge by completing Assignment Sheet #1, Identifying the Parts of a Manual Scale. (Page 4)
3. Read Information Sheet, How to Weigh and Price Produce Using a Manual Scale. (Page 5)
4. Check your knowledge by completing Assignment Sheet #2, Read a Manual Scale. (Page 6)
5. Read Information Sheet, Using an Electronic Scale. (Page 8)
6. Check your knowledge by completing Job Sheet #1, Properly Weigh Produce. (Page 9)
7. Turn in completed LAP to your instructor.

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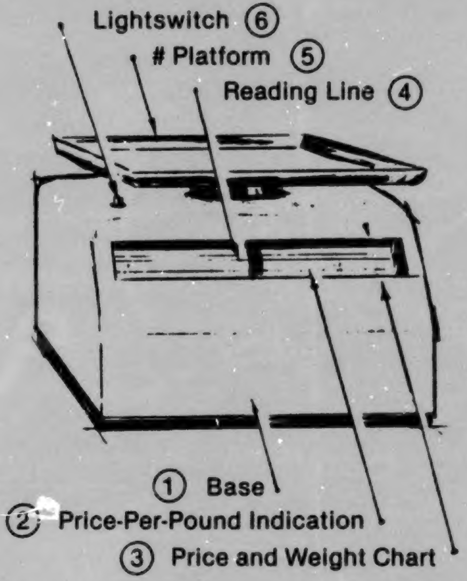
INFORMATION SHEET

PARTS OF A MANUAL SCALE

Study the scale in Figure 1 and/or a scale in your classroom, and familiarize yourself with the parts of a scale and their functions.

FIGURE 1


Lightswitch ⑥
# Platform ⑤
Reading Line ④
① Base
② Price-Per-Pound Indication
③ Price and Weight Chart

Parts of a manual scale and their functions

A. Price-per-pound indication--Indicates the amount to charge per pound

B. Price and weight chart--Determines total price of produce

C. Reading line--Read to determine the cost of produce

D. Platform--Table on the scale where produce is placed to be weighed

E. Base--The foundation of the scale that holds the working parts

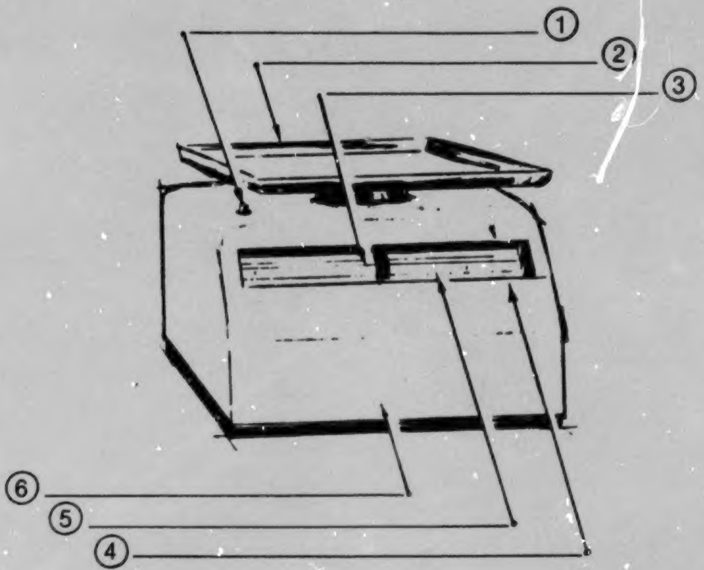
F. Light switch--Used to illuminate or light the indication window

WEIGHING AND PRICING PRODUCE

ASSIGNMENT SHEET #1--IDENTIFYING THE PARTS OF A MANUAL SCALE

Directions: Using Figure 2, label the parts indicated by arrows. Write your answers on the lines provided below.

FIGURE 2



INFORMATION SHEET

HOW TO WEIGH AND PRICE PRODUCE USING A MANUAL SCALE

Now that you are familiar with the parts of a manual scale, it is time to study the procedures for weighing produce.

Procedure for weighing produce (Figure 3)

A. Turn on the indication light

B. Check to see that the reading line indicates a zero reading; have adjustment made if reading line is not set on zero

C. Check to see that the scale platform is clean before placing produce on it

D. Place the item to be weighed on the scale platform

E. Identify the item being weighed, and read the produce price list to determine its cost per pound

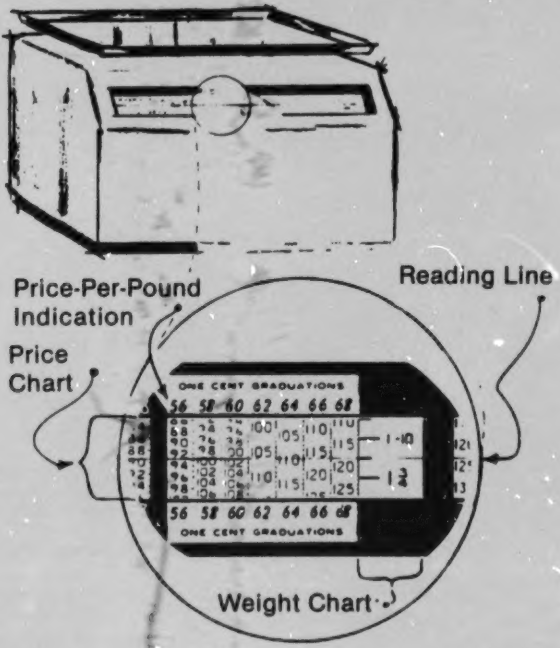
F. Locate the cost per pound on the price-per-pound indication scale

G. After locating the price-per-pound column, follow the column to the point where the reading line crosses the price-per-pound column

H. Read this amount, and ring it into the cash register

(NOTE: Should the reading line cross a point on the price-per-pound column that is not an exact amount, round it off to the next highest penny.)

FIGURE 3


Price-Per-Pound Indication
Reading Line
Price Chart
ONE CENT GRADUATIONS
56 58 60 62 64 66 68
1-10
1 3/4
56 58 60 62 64 66 68
ONE CENT GRADUATIONS
Weight Chart

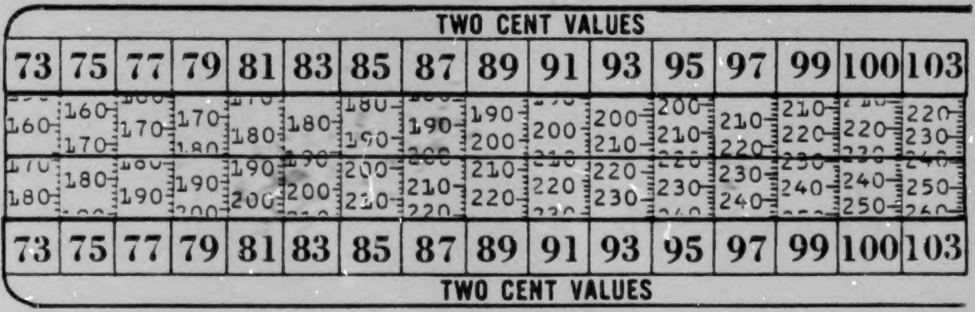
WEIGHING AND PRICING PRODUCE

ASSIGNMENT SHEET #2--READ A MANUAL SCALE

PART I--Read a manual scale and determine cost per pound

Directions: Using the following scale (Figure 4), what will you charge for the items selling at these prices? Write your answers on the lines provided.

FIGURE 4


TWO CENT VALUES
73 75 77 79 81 83 85 87 89 91 93 95 97 99 100 103
160 160 170 170 170 180 180 190 190 200 200 200 210 210 220 220 220 230
180 180 190 190 190 200 200 200 210 210 220 220 220 230 230 230 240 240 240 250 250
73 75 77 79 81 83 85 87 89 91 93 95 97 99 100 103
TWO CENT VALUES

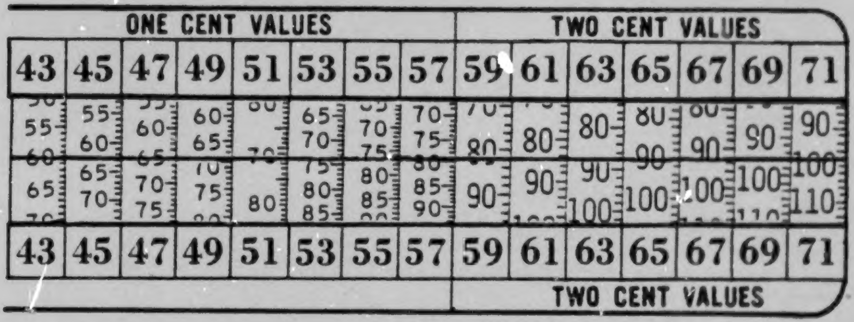
LIST PRICE	AMOUNT CHARGED
A. 75¢ per pound	
B. 81¢ per pound	
C. $1.03 per pound	
D. 89¢ per pound	
E. 97¢ per pound	
F. 91¢ per pound	
G. 79¢ per pound	
H. $1.00 per pound	
I. 95¢ per pound	
J. 73¢ per pound	

Assignment Sheet #2 (p. 2)

PART II--Figure cost per pound

Directions: Figure the cost at the prices per pound shown on this reading line (Figure 5), and determine the amount that should be charged in each problem below. Write your answers on the lines provided.

FIGURE 5


ONE CENT VALUES
TWO CENT VALUES
43 45 47 49 51 53 55 57 59 61 63 65 67 69 71
55 60 65 70 75 80 85 90 100 110
43 45 47 49 51 53 55 57 59 61 63 65 67 69 71
TWO CENT VALUES

	LIST PRICE	AMOUNT CHARGED
A.	$ .59 per pound	
B.	$ .47 per pound	
C.	$ .65 per pound	
D.	$ .71 per pound	
E.	$ .43 per pound	
F.	$ .51 per pound	
G.	$ .55 per pound	
H.	$ .69 per pound	
I.	$ .57 per pound	
J.	$ .69 per pound	

INFORMATION SHEET

USING AN ELECTRONIC SCALE

Electronic scales are used with electronic cash registers and greatly increase the speed and accuracy with which cashier/checkers are able to weigh and price produce. Electronic weighing systems assign each type of produce a code number that, when entered into the cash register's keyboard, automatically records the type of produce, its weight, and the price charge for the item.

PART I--Procedure for using an electronic scale with item codes

A. Identify type of produce

B. Place the merchandise on the scale table

C. Depress the scale key on cash register key board

D. Look up item code on produce code list, as necessary

E. Enter produce identification code number

F. Depress the PRODUCE LOOK UP key (PLU)

(NOTE: The register will automatically record the price of the purchase.)

PART II--Procedure for using an electronic scale without item codes

A. Identify type of produce

B. Place the merchandise on the scale table

C. Look up the price on the produce price list, as necessary

D. Depress the SCALE key

E. Register the price-per-unit/pound on the keyboard

F. Depress the correct department key

(NOTE: The register will record the price of the purchase.)

IT'S TIME TO PRACTICE USING A SCALE ....

WEIGHING AND PRICING PRODUCE

JOB SHEET #1--PROPERLY WEIGH PRODUCE

To complete this job sheet, check with your instructor for three different produce purchases. You will be evaluated on your ability to properly weigh each type of produce and to determine the selling price. Use the scale(s) in your classroom as directed by your instructor.

Ask your instructor to check your answers to this job sheet after you have weighed and priced all three produce purchases. This sheet must be initialed by your instructor before this module is considered complete.

Follow these steps to complete this job

A. Ask your instructor for merchandise to be weighed

B. Properly weigh the merchandise and determine the selling price of each

C. Write your name, date, types of produce weighed, weights, selling prices, and price changed on the bottom portion of this sheet

D. Ask your instructor to inspect your work and to initial correct answers

E. If all answers are correct, turn in completed LAP; if one or more of the answers is incorrect, your instructor will give you three more produce purchases to weigh and determine their prices

F. If you feel you need practice before being evaluated, PRACTICE!

STUDENT'S NAME ______________________________ DATE ________________

	ITEM #1	ITEM #2	ITEM #3
Type of Produce Weighed	________	________	________
Weight of Purchase	________	________	________
Selling Price (List)	________	________	________
Price Charged	________	________	________

* * *

Type of Produce Weighed	________	________	________
Weight of Purchase	________	________	________
Selling Price (List)	________	________	________
Price Charged	________	________	________

CASHIER/CHECKER

CC-D3

BAGGING ORDERS OF MERCHANDISE

INTRODUCTION

Retail store cashier/checkers often bag orders of merchandise. This task should be done properly to avoid damaging merchandise and wasting bags. You will learn how to bag orders of merchandise as you go through the learning activities in this module.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, arrange with your instructor to do the assignment sheets and job sheet,

or

if you need to complete learning activities in order to be able to do the task, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Provided bags and an order of merchandise, properly bag the order.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Bagging Merchandise. (Pages 3 and 4)
2. Read Information Sheet, Additional Facts About Bagging. (Pages 5 through 7)
3. Check your knowledge by completing Assignment Sheet #1, Packaging Correctly. (Pages 8 and 9)
4. Read Information Sheet, Sizing an Order. (Pages 10 and 11)
5. Check your knowledge by completing Assignment Sheet #2, Sizing an Order. (Pages 12 and 13)
6. Read Information Sheet, Bagging Procedures. (Pages 14 through 18)
7. Check your knowledge by completing Assignment Sheet #3, Bagging Merchandise. (Pages 19 through 27)
8. Read Information Sheet, Special Considerations. (Pages 28 through 32)
9. Check your knowledge by completing Assignment Sheet #4, Special Considerations. (Pages 33 through 39)
10. Read Information Sheet, Making the Final Check. (Page 40)
11. Check your knowledge by completing Assignment Sheet #5, Making a Final Check. (Page 41)
12. Read Information Sheet, Lifting an Order. (Page 42)
13. Check your knowledge by completing Assignment Sheet #6, Lifting an Order. (Pages 43 and 44)
14. Check your knowledge by completing Job Sheet #1, Properly Bag an Order of Merchandise. (Page 45)
15. Turn in completed LAP to your instructor.

INFORMATION SHEET

BAGGING MERCHANDISE

The ability to bag an order properly is necessary for every retail store cashier/checker. Good customer relations are maintained by the store whose employees carefully and skillfully bag customers' orders of merchandise.

PART I--Reasons for bagging merchandise carefully

A. Keeping customers happy

(NOTE: The customer should not have to contend with bags that are too heavy or that rip open and damage merchandise.)

B. Using bags efficiently

(NOTE: Using bags efficiently will assist in keeping store operating expenditures down.)

PART II--Steps in bagging merchandise

A. Plan each load for each bag

B. Place cans or strong cartons in the bottom of the bag

(NOTE: This forms a firm base.)

C. Place heavier items low in the bag to avoid bag tippage

D. Place broad cartons against the sides making certain that the edges fit into the corners of the bag

(NOTE: This gives the bag strength.)

E. Place bottles in the center of the bag

F. Place soft perishables and crushables on top

EXAMPLES: Tomatoes, eggs, potato chips, light bulbs.

G. Place damp produce, frozen foods, and meats in insulated or poly bags before putting them in the grocery bag

H. Place odor-absorbing foods in insulated bags

EXAMPLE: Butter

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

I. Place bleach and ammonia in separate bags

(NOTE: Check tops of bleach and ammonia containers for tightness.)

J. Place small items in the vacant spaces of bags

(CAUTION: Be careful not to crush small items.)

K. Check each bag to make sure that it is not overloaded

L. After bagging all of the customer's order, check to make sure that all items have been bagged and that bags will be easy for the customer to carry

M. Place bags in an available cart for customer carry-out

(NOTE: Carts are commonly referred to as "grocery carts" or "bascarts.")

N. If it is the store policy, have someone carry the order of merchandise to the customer's car

INFORMATION SHEET

ADDITIONAL FACTS ABOUT BAGGING

PART I--Standard bag sizes (Figures 1-4)

(NOTE: There are several other sizes of bags. The following sizes, however, are the most common.)

A. 1/6 (Barrel bag) (Figure 1)

B. Twenty-pound bag (Figure 2)

C. Ten-pound bag (Figure 3)

D. Five-pound bag (Figure 4)

EXAMPLES:

FIGURE 1

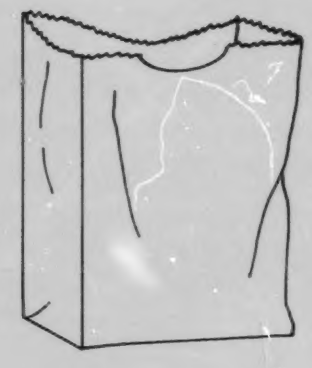


FIGURE 2

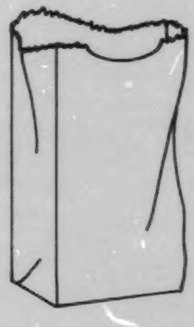


FIGURE 3

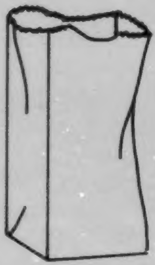
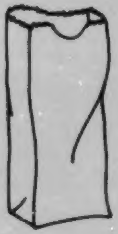


FIGURE 4



PART II--Approximate costs of the four standard-size bags

Size	Cost per bag
5-lb.	1¢
10-lb.	2¢
20-lb.	3¢
1/6 bbl.	5¢

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

PART III--Results of poorly-bagged merchandise

A. Broken bags

B. Hard-to-handle orders

C. Crushed merchandise

(NOTE: Poorly-bagged merchandise can also include using a bag that is too large or too small. Poorly-bagged merchandise can leave the customer with a bad impression of you and your store.)

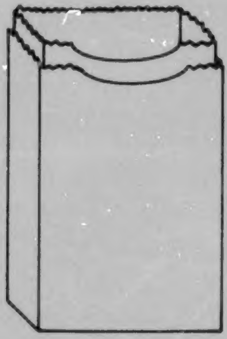
PART IV--Double bagging

A. Facts about double bagging

1. Double bagging means lining a bag by placing inside of it another bag of the same size (Figure 5)

EXAMPLE:

FIGURE 5



2. Double bagging, while expensive, is sometimes needed to protect merchandise

EXAMPLE: Very wet weather

B. When to double bag

1. At the request of the customer, as store policy permits

2. At the direction of the supervisor

Alternatives to double-bagging--Some stores use double strength bags

(NOTE: These bags are extra strong and should eliminate the need for double bagging. Your supervisor can tell you if your store has double-strength bags.)

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 3)

PART V--Things to remember when bagging merchandise

A. Place only one layer of canned goods on bottom of sack

B. Place glass items with boxes

(NOTE: Placing glass items with boxes keeps glass from breaking.)

C. Place cold items together

(NOTE: Placing cold items together keeps other merchandise from getting wet.)

D. Never put laundry soap, soaps, or fabric softener in same sack with edible items

E. Place easily damaged products on top of sack

F. Never put meats with boxed items unless wrapped individually in plastic bags.

G. When packaging, check every item for leaks

H. Tighten bleach and ammonia container caps before carrying out

(NOTE: Gallon and half-gallon containers are usually not bagged.)

(CAUTION: Never place bleach and ammonia containers in the same bag.)

I. Always bag alcoholic beverages

J. Use common sense

(NOTE: Try to make each bag as light as possible while completely filling bag.)

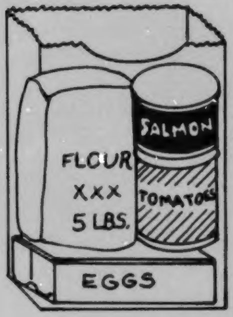
BAGGING MERCHANDISE

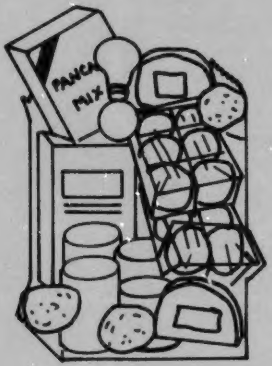
ASSIGNMENT SHEET #1--PACKAGING CORRECTLY

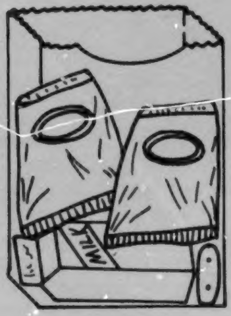
PART I--Proper bagging

Directions: The following pictures are examples of how not to bag. In the blanks provided, write the number of the description that best fits each picture.

1. The package is hard to handle
2. Something may spill or leak
3. Fragile items may be damaged







A. ____________________ B. ____________________ C. ____________________

PART II--Questions

Directions: Answer the following questions.

A. The examples of bagging methods in Part I would be

____ 1. bad for customer relations.

____ 2. good for customer relations.

B. Why should you avoid using a larger bag than necessary to properly bag an order? ____

____

____

C. If you use a barrel bag when a twenty-pound bag would do, the cost of the bag is

_____ 1. half of what it should be.

_____ 2. almost twice what it should be.

_____ 3. almost three times what it should be.

D. What bagging procedure is permitted only on instruction from your supervisor or at a customer's request? ______________________________

____

E. Why is it not permitted at any other time? ______________________________

____

F. You are sacking an order that requires four barrel bags. How many extra bags will you use if you double bag the entire order? ______________

G. At a cost of five cents per barrel bag, how much more would it cost to double bag the order? ______________________________

PART III--Case Study

Directions: Read the following case study and answer the question that follows.

Mary, an experienced checker, has double bagged several times in the past week. On one occasion, her customer, Mrs. Smith, explained that she was not going straight home, and would like her refrigerated foods double bagged to keep them cold. Yesterday, Mary's supervisor told her and her fellow checkers to double bag all orders because of very heavy rain

According to these examples, when is it proper to double bag? Write an "X" in the blank before each correct answer.

_____ A. If your supervisor instructs you to

_____ B. If you think conditions warrant it

_____ C. When a customer requests it

_____ D. When a fellow checker suggests it

INFORMATION SHEET

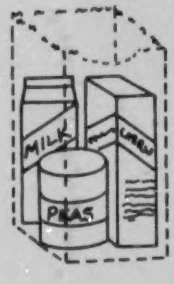
SIZING AN ORDER

Sizing up an order is best learned through experience. When you have worked as a checker for a short time, you will soon find that you can quickly and accurately estimate what size bags, and how many, each order will take.

A. Before bagging an order, you can estimate the size bag you will need by mentally "drawing" a bag around the order (Figure 6)

EXAMPLE:

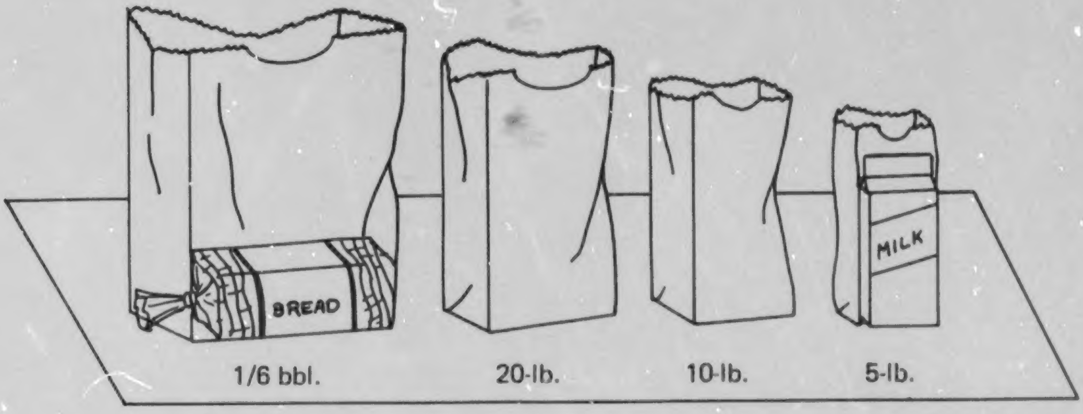
FIGURE 6



B. The following picture will give you a better idea of how bag sizes compare to the size of various items of merchandise (Figure 7)

EXAMPLE:

FIGURE 7


BREAD
MILK
1/6 bbl.
20-lb.
10-lb.
5-lb.

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

C. Generally, you should use one large bag rather than several smaller ones

(NOTE: Using one large bag makes an order easier to carry. However, there are some exceptions.)

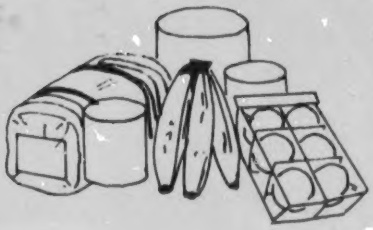
BAGGING MERCHANDISE

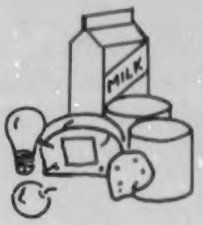
ASSIGNMENT SHEET #2--SIZING AN ORDER

PART I--Matching

Directions: Each of the orders pictured below will fit well into one of the standard bag sizes. For each order, write the appropriate bag size in the blank.

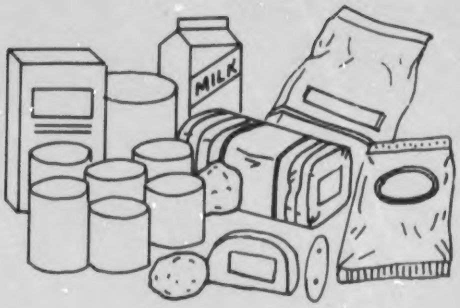
Barrel bag	Twenty-pound bag
Ten-pound bag	Five-pound bag





A. ______________________

B. ______________________



C. ______________________

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #2 (p. 2)

PART II--Questions

A. What size bag would you use for a single half-gallon carton of milk?

____

B. What size would be suitable for a carton of milk and a loaf of bread?

____

C. The largest bag is the 1/6 bag. What is it also called?

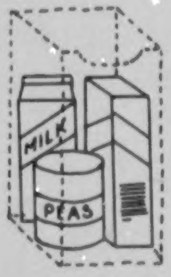
____

D. In which bag would a quart of milk fit best? ____________________

E. An order that is a bit too large for a ten-pound bag would probably fit well into a bag of what size? ____________________

F. What size bag corresponds to the outline sketched around the order below?

____



G. When do you think several smaller bags would be preferable to one large one, assuming the order will fit well in either one? Write an "X" in the blank before the correct answer.

_____ 1. If the order is made up entirely of light items, such as paper goods

_____ 2. If the order is made up entirely of heavy items, such as canned goods

_____ 3. If the order is made up of light and heavy items

INFORMATION SHEET

BAGGING PROCEDURES

PART I--Where to bag

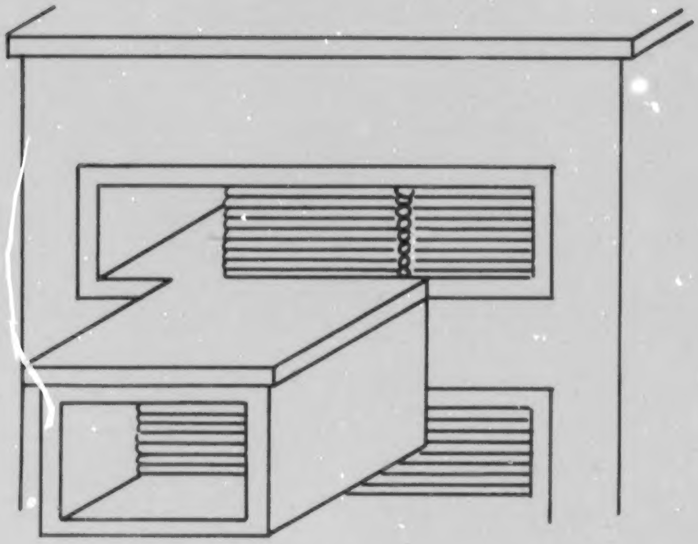
A. There are two correct places to bag

1. The end bagging shelf (Figure 8)

   (NOTE: The end bagging shelf is generally used by a bagger.)

   EXAMPLE:

FIGURE 8



CONTINUED ON THE NEXT PAGE . . .

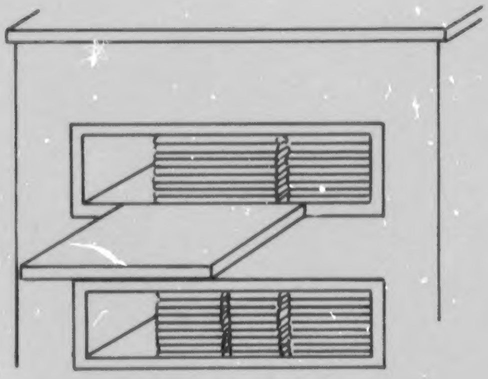
Information Sheet (p. 2)

2. The inside bagging shelf (Figure 9)

(NOTE: The inside bagging shelf is generally used by the checker.)

EXAMPLE:

FIGURE 9

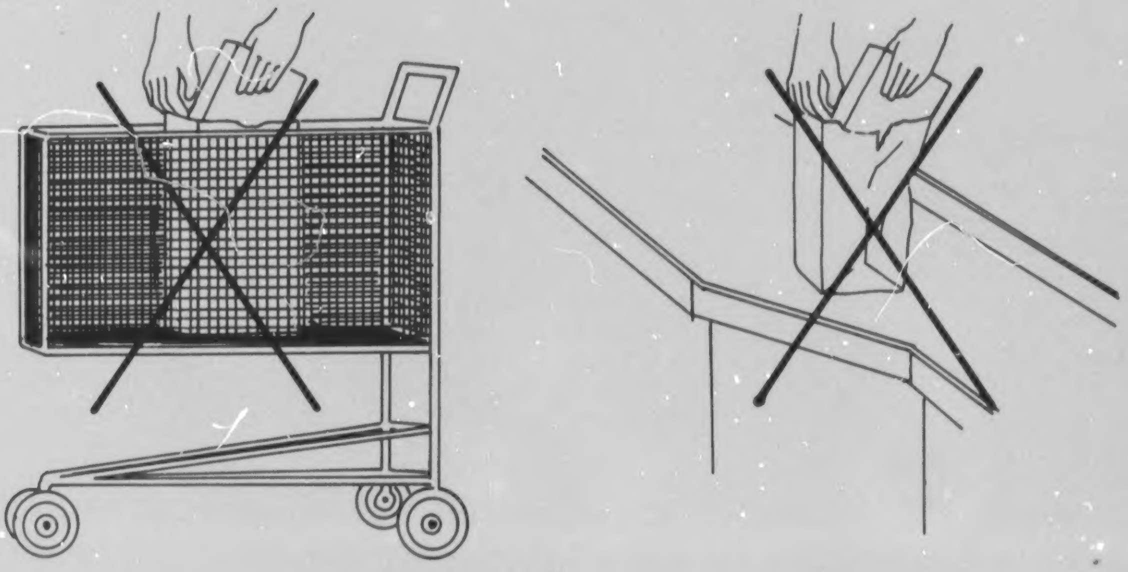


B. Bagging shelves in the check stands have been built at just the right height to reduce work and prevent weariness or a sore back

C. Do not attempt to bag in the cart or on top of the check-out stand (Figure 10)

EXAMPLE:

FIGURE 10



CONTINUED ON THE NEXT PAGE . . .

PART II--Opening the bag

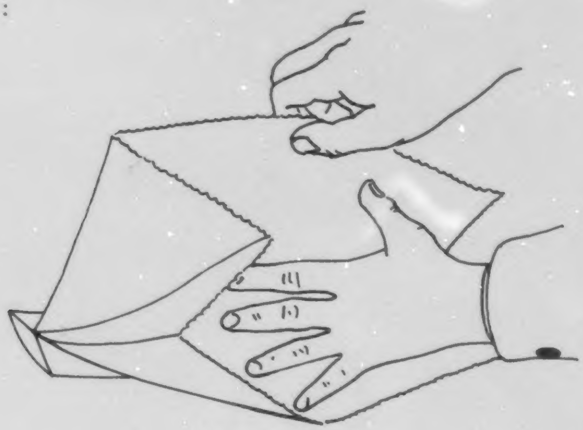
A. Opening a bag correctly saves time and effort (Figure 11)

(NOTE: As simple as it may seem to open a bag, it is often done incorrectly.)

1. Have bag laying flat with open end toward you
2. Lift the top open edge with one hand
3. Open bag out with other hand by pushing hand down into sack

EXAMPLE:

FIGURE 11

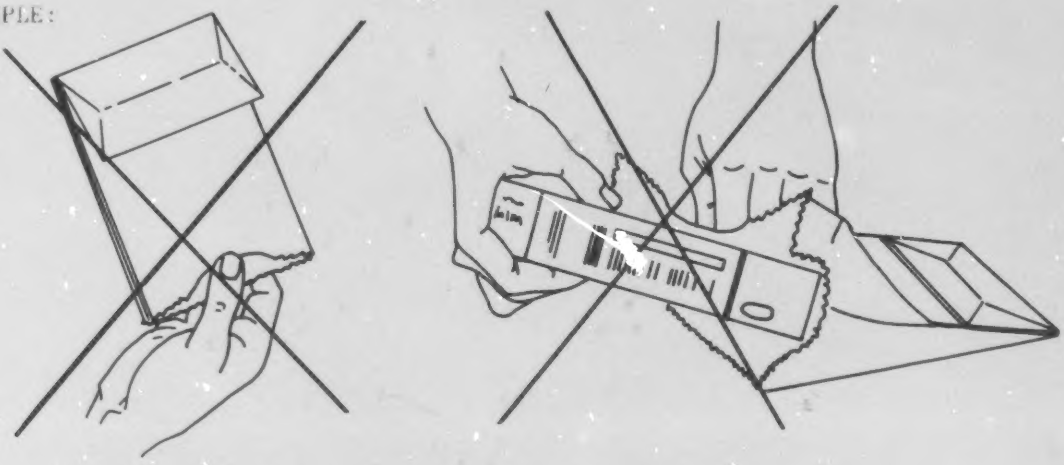


B. Do not attempt to open a bag by snapping it or by sliding a box into it (Figure 12)

(NOTE: These methods may cause the bag to tear. Also, snapping it open in the air could cause it to hit a customer or another employee.)

EXAMPLE:

FIGURE 12



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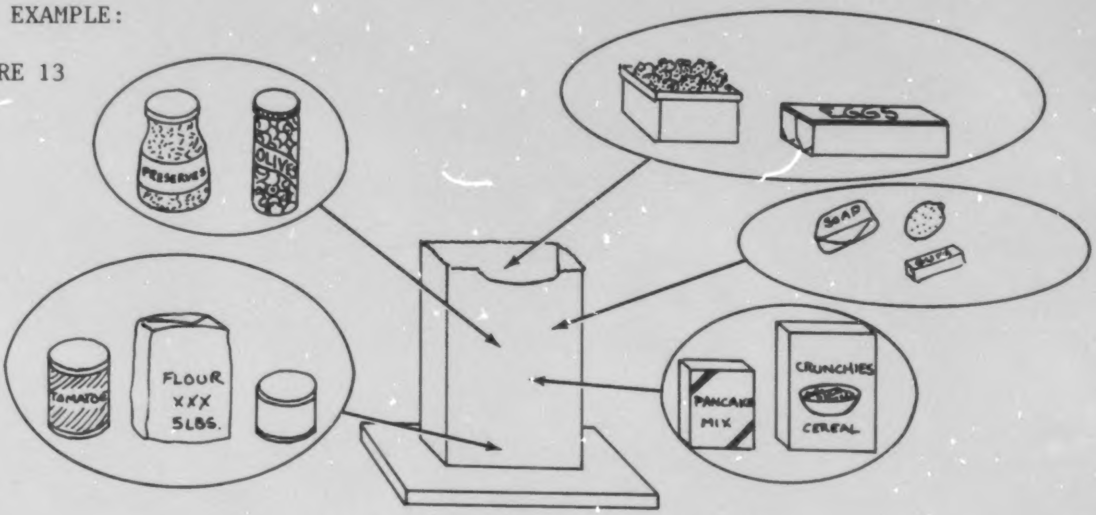
PART III--Placing merchandise in the bag

A. The correct placement of merchandise is shown below (Figure 13)

EXAMPLE:

FIGURE 13



B. Procedure for placing merchandise in the bag

1. Place heavy items at the bottom of the bag

   EXAMPLES: Canned goods, flour sacks, sugar sacks

   (NOTE: Placing heavy items at the bottom of the bag helps keep the bag from tipping and prevents heavier items from crushing lighter items.)

2. Place square items along the sides of the bag to keep bag opened out into a square shape

   EXAMPLES: Cereal, pancake mix

   (NOTE: Placing square items along the sides of the bag makes the bag easier to carry and provides open space in the center of the bag for other merchandise.)

3. Place merchandise in glass containers in the center of the bag to protect glass from breaking

   EXAMPLES: Olives, preserves

CONTINUED ON THE NEXT PAGE . . .

4. Place merchandise that is fragile or easily crushed at the top of the sack

   EXAMPLES: Fresh fruit, eggs, bread

   (NOTE: Fragile or easily crushed items must be handled carefully. Nothing should be placed on top of them.)

5. Place filler items at the top or center of the bag to prevent shifting by making the bag a solid package

   (NOTE: Filler items are small items that fit easily between merchandise of various shapes.)

   EXAMPLES: Soap bars, gum

6. Always place single packs of cigarettes at the top of the bag

   a. The customer may want to find them quickly

   b. Cigarettes may be crushed by other merchandise if they are placed in the center of the bag

BAGGING ORDERS OF MERCHANDISE

ASSIGNMENT SHEET #3--BAGGING MERCHANDISE

PART I

Directions: Read the following questions. Write the correct answers in the blanks.

A. Where are the two correct places to bag?

1. ________________________________

2. ________________________________

B. If the checker was doing the bagging, where would the checker bag?

____

C Why is it important to open a bag correctly?

1. ________________________________

2. ________________________________

3. ________________________________

D. What merchandise is placed along the sides of the bag?

____

E. Where should glass containers be placed in the bag?

____

F. Where should fragile or easily crushed items be placed in the bag?

____

G. Where should filler items be placed in the bag?

____

H. Why should cigarettes always be placed at the top of the bag?

1. ________________________________

2. ________________________________

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #3 (p. 2)

I. When bagging an order that requires several bags, what should you do to make the order easier to carry and to prevent the bags from tipping?

____

J. Why is it important to evenly distribute weight among two or more bags?

1. ____
2. ____

PART II

Directions: Write an "X" in the blank before each correct answer.

A. On busy days, a bagger may be assigned to help the checker. The most convenient place for the bagger to stand without getting in the way would be at the

_____ 1. end bagging shelf.

_____ 2. inside bagging shelf.

B. The right way to open a bag is to

_____ 1. hold it with one hand and open it out with the other.

_____ 2. slide a large item into the unopened bag.

_____ 3. snap it open with a quick motion in the air.

C. When you open a bag by sliding your hand into it, you

_____ 1. avoid tearing the bag.

_____ 2. avoid hitting anyone.

_____ 3. save time.

D. Placing heavy items at the bottom of the bag has the following advantages

_____ 1. It helps keep the bag from tipping

_____ 2. It prevents heavy items from crushing lighter items

_____ 3. It protects heavy items from being crushed

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #3 (p. 3)

E. What are the advantages of giving the bag a square shape?

_____ 1. To make the bag easier to carry

_____ 2. To make the bag lighter

_____ 3. To provide open space in the center of the bag for other merchandise

F. What are the advantages of putting fragile merchandise at the top of the bag?

_____ 1. To give the bag a square shape

_____ 2. To keep the bag from tipping

_____ 3. To make certain that nothing is placed on top of fragile items

G. By filling in spaces between other items, filler items

_____ 1. give the bag a square shape.

_____ 2. make the bag lighter.

_____ 3. prevent shifting by making a solid package.

H. Filler items should be placed

_____ 1. only in the center of the bag.

_____ 2. only at the top of the bag.

_____ 3. either in the center or at the top of the bag.

I. Which of the following items should be placed either at the top or in the center of the bag?

_____ 1. Fragile merchandise

_____ 2. Items in glass containers

_____ 3. Heavy merchandise

_____ 4. Small, filler items

_____ 5. Square items

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #3 (p. 4)

J. Even distribution of weight among two or more bags

_____ 1. keeps bags from tipping.

_____ 2. makes the order easier to carry.

_____ 3. keeps refrigerated foods from spoiling.

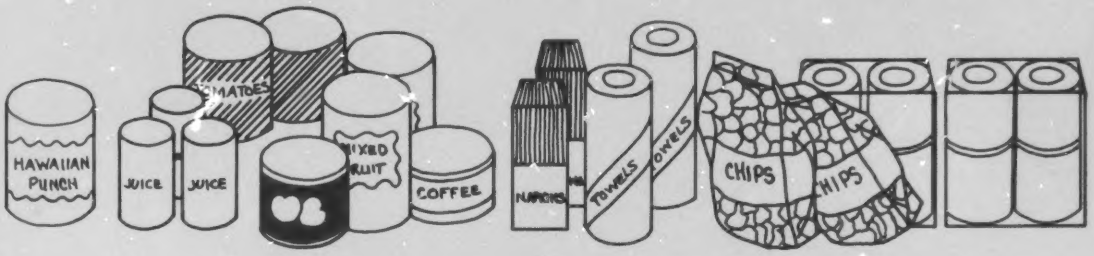
_____ 4. saves money.

K. When bagging the large order shown below, John fills one bag entirely with the canned goods, and the other with the light items. This is poor bagging because

_____ 1. bags should have heaviest items at the bottom to prevent tipping.

_____ 2. it wastes bags.

_____ 3. one of the bags will be very heavy to carry.



L. Suppose you are bagging a large order that requires three bags. To prevent tipping and to make the bags easy to carry, you should

_____ 1. divide the heavy items between two bags, and put only light merchandise in the third.

_____ 2. make a fairly even division of heavy items and light items among all three bags.

_____ 3. put as many heavy items as possible in one bag and lighter merchandise in the other two bags.

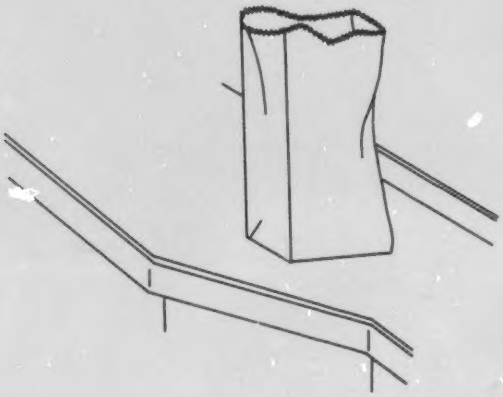
CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #3 (p. 5)

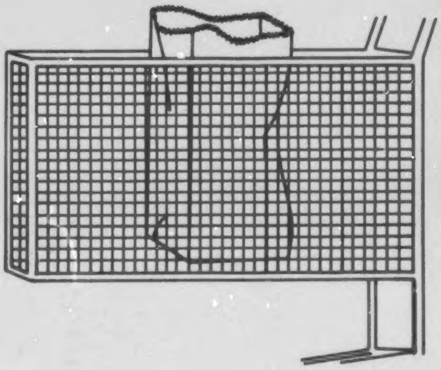
PART III

Directions: Study the following sets of pictures. Complete the exercises that accompany each set.

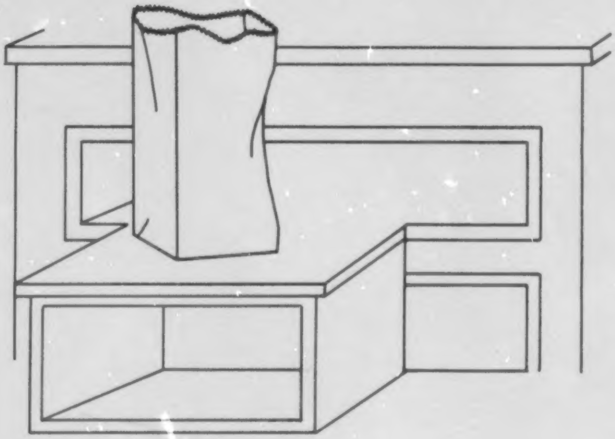
A. Write an "X" in the blank under each picture that illustrates the correct place to bag.



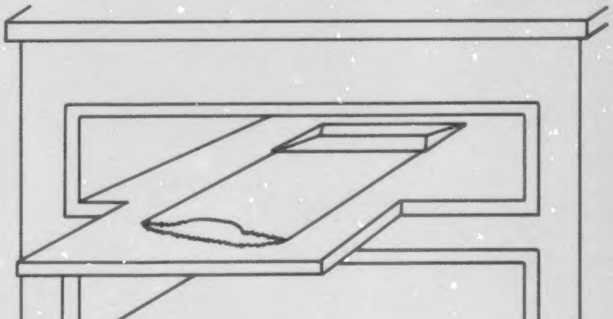
1. ______________________



2. ______________________



3. ______________________



4. ______________________

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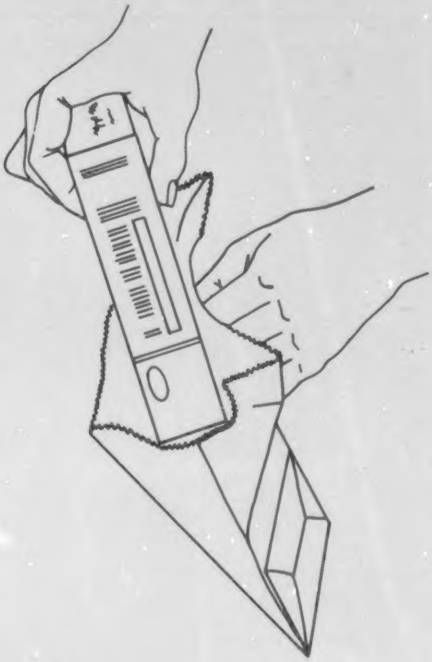
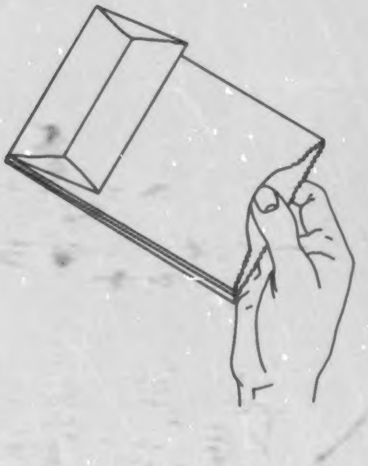
Assignment Sheet #3 (p. 6)

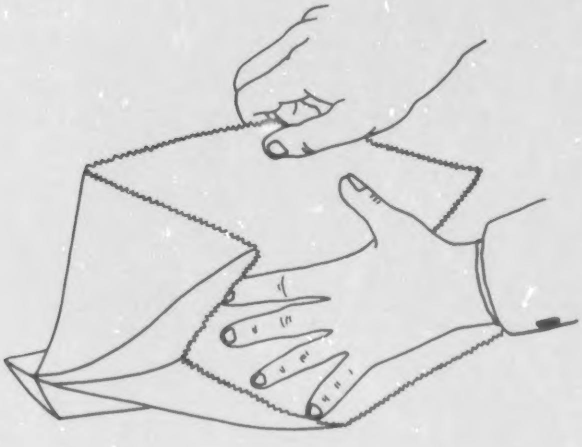
B. Write an "X" in the blank under each picture that illustrates the correct bag-opening procedures.





1. ____________________

2. ____________________

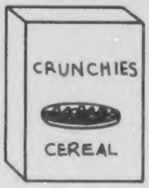


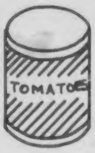
3. ____________________

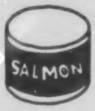
CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #3 (p. 7)

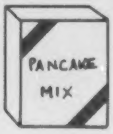
C. Write a "B" in the blank under the picture of each item that should be placed in the bottom of the bag, and an "S" in the blank under the picture of each item that should be placed along the sides of the bag.

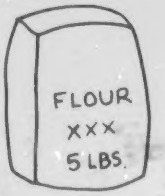

CRUNCHIES
CEREAL





1. ____________________ 2. ____________________ 3. ____________________

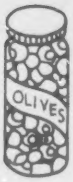

PANCAKE
MIX


FLOUR
XXX
5 LBS.

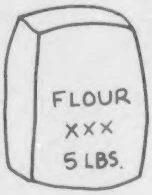
4. ________________________ 5. ________________________

D. For each of the following items, check where it should be placed in the bag.

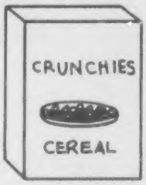
	Bottom	Center	Side		Bottom	Center	Side
Item 1				Item 5			
Item 2				Item 6			
Item 3				Item 7			
Item 4							



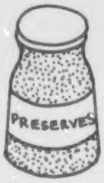
1


FLOUR
XXX
5 LBS.

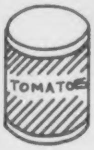
2


CRUNCHIES
CEREAL

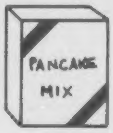
3



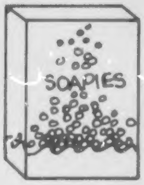
4



5


PANCAKE
MIX

6

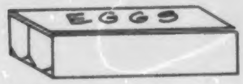


7

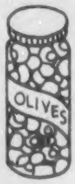
CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #3 (p. 8)

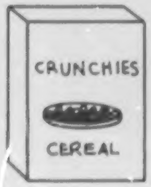
E. Write a "B" in the blank under the picture of each item that should be placed in the bottom of the bag, a "C" in the blank under the picture of each item that should be placed in the center of the bag, an "S" under the picture of each item that should be placed along the sides of the bag, and a "T" under the picture of each item that should be placed at the top of the bag.



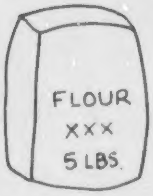
1. ____________________



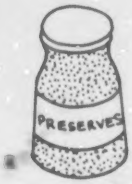
2. ____________________


CRUNCHIES
CEREAL

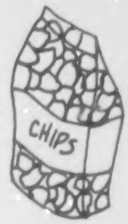
3. ____________________


FLOUR
XXX
5 LBS.

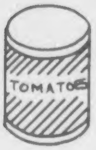
4. ____________________



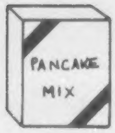
5. ____________________



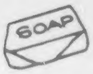
6. ____________________



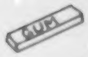
7. ____________________


PANCAKE
MIX

8. ____________________



9. ____________________



10. ____________________

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #3 (p. 9)

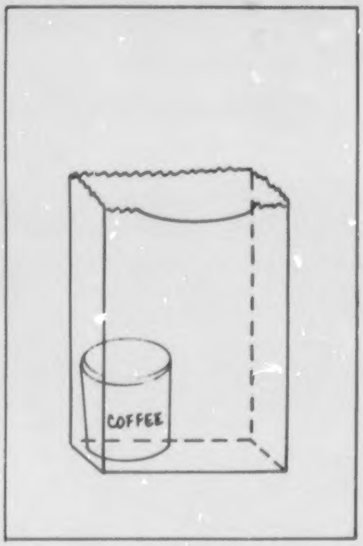
F. The series of pictures below illustrates a good, neat job of bagging. Explain why this is an example of good bagging technique.

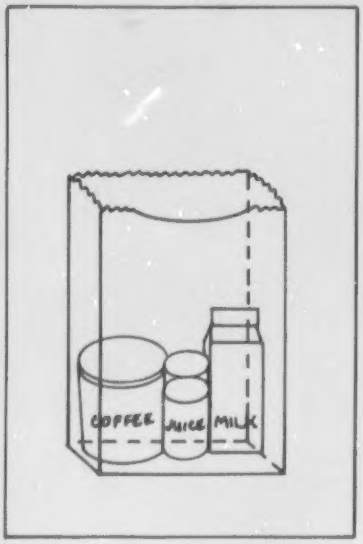
____

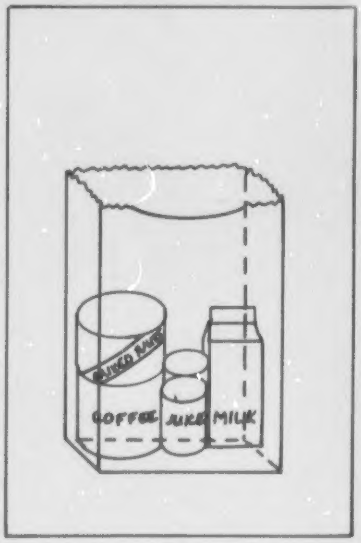
____

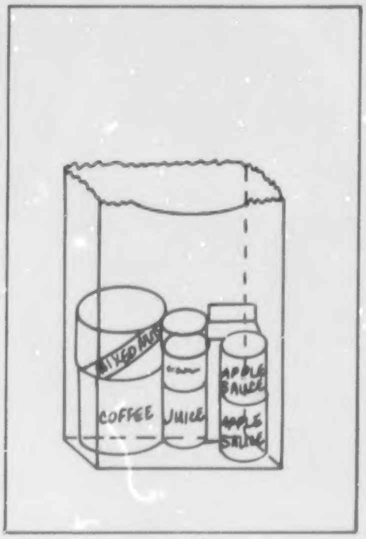
____

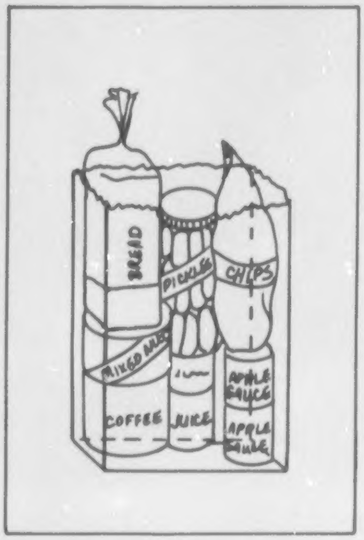
____

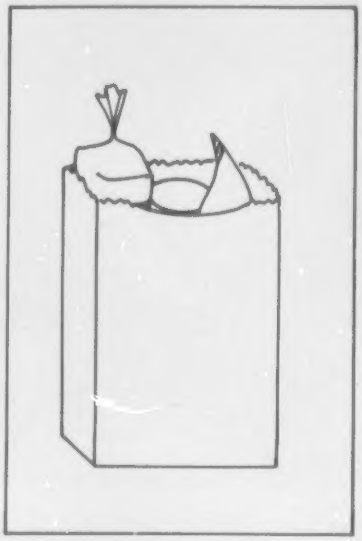



COFFEE
JUICE
MILK


MIXED NUTS
COFFEE
JUICE
MILK


MIXED NUTS
COFFEE
JUICE
APPLE SAUCE
APPLE SAUCE


BREAD
PICKLES
CHIPS
MIXED NUTS
APPLE SAUCE
COFFEE
JUICE
APPLE SAUCE



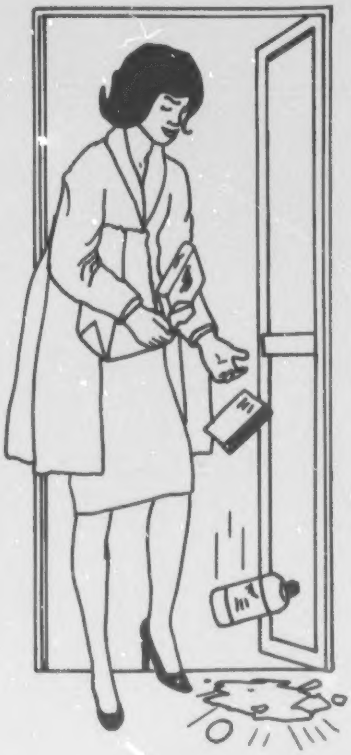
INFORMATION SHEET

SPECIAL CONSIDERATIONS

You have already learned how to bag most of the kinds of merchandise that make up a typical order. A few items, such as frozen foods, leaky meat packages, and bottles of bleach and ammonia, require particular care. When special handling is not given to these products, it can be disastrous for the customer and embarrassing for the store (Figure 14)

EXAMPLE:

FIGURE 14



(NOTE: Whenever you give special attention to any merchandise, you should let the customer know you have done so.)

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

PART I--Items that need special handling

A. Wet items

1. When a bag becomes wet, it loses its strength and tears easily

2. A wet or leaky item can also ruin other merchandise in the same bag

3. Put wet or leaky items in a separate small bag inside the large bag with the rest of the order

EXAMPLE: A "sweating" bottle of milk

B. Items with strong odors

1. Strong odors can cling to other merchandise

2. Put items with strong odors in a separate small bag inside the large bag with the rest of the order

EXAMPLE: Fish

C. Frozen foods

1. Frozen foods are often wet and need some insulation

2. Put frozen foods in an insulated bag or poly bag inside the large bag with the rest of the order

3. Try to place cold and frozen items close together

D. Abnormally wet meat and produce items

1. Leaky meat and produce can stain and ruin other merchandise in the same bag

2. Put abnormally wet meat and produce items in separate small bags inside the large bag with the rest of the order

EXAMPLE: A leaky package of chicken

E. Fragile items

1. Fragile items are items that can be easily damaged or crushed

2. Place fragile items at the top of the bag

EXAMPLES: Tomatoes, bread, eggs

F. Ammonia and bleach containers

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 3)

Part II--Frozen foods

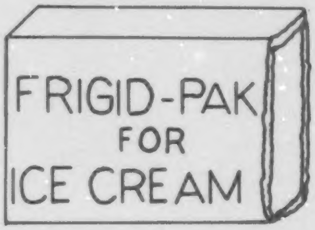
A. Special bags for frozen foods

1. Insulated bags (Figure 15)

(NOTE: An insulated bag is a small bag made of two layers of paper, especially intended to keep ice cream products from getting too soft on their way to the customer's freezer.)

EXAMPLE:

FIGURE 15

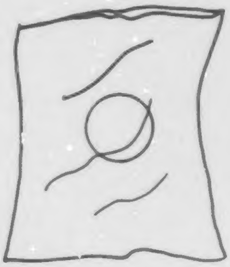


2. Poly bags (Figure 16)

(NOTE: A poly bag is a small bag made of a special plastic that is intended to keep frozen foods from becoming thawed on their way to the customer's freezer.)

EXAMPLE:

FIGURE 16



B. Insulated bags and poly bags cost more than a standard bag of the same size

C. Ice cream products, more than any other frozen merchandise, need the protection of insulated or poly bags

(NOTE: Other frozen products may be put in insulated or poly bags at the request of the customer or in accordance with the store's policy.)

CONTINUED ON THE NEXT PAGE . . .

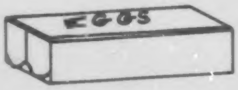
Information Sheet (p. 4)

PART III--Eggs

A. The proper position for an egg carton is flat, right side up (Figure 17)

EXAMPLE:

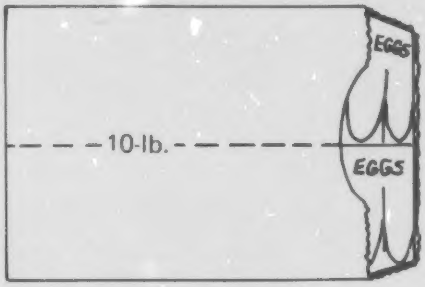
FIGURE 17



B. Two cartons of eggs fit neatly in a ten-pound bag if they are placed one on top of the other with the bag lying down on its side (Figure 18)

EXAMPLE:

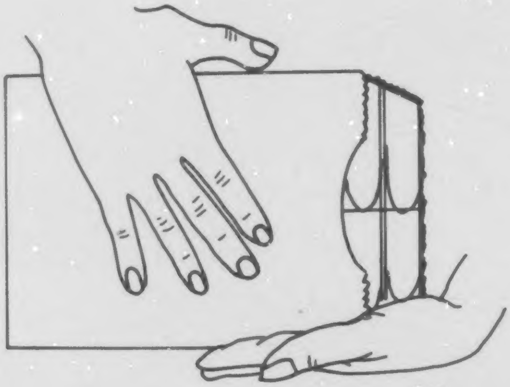
FIGURE 18



C. If you have placed eggs properly in a barrel bag, they will stay flat as you hand the bag to the customer (Figure 19)

EXAMPLE:

FIGURE 19



CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 5)

PART IV--Ammonia and bleach containers

A. During shipping, caps on containers of bleach and ammonia sometimes become slightly loosened

B. Tighten all ammonia and bleach container caps before putting them on the cart

C. Keep ammonia, bleach and other lye products separate from the rest of the order

   1. If these items are in breakable containers, they should be bagged and placed in the cart

   2. If these items are in nonbreakable or plactic containers, they can be placed directly on the cart

BAGGING ORDERS OF MERCHANDISE

ASSIGNMENT SHEET #4--SPECIAL CONSIDERATIONS

PART I

Directions: Write an "X" in the blank before each correct answer.

A. From the way it is made, you can probably tell that an insulated or poly bag

_____ 1. costs less than a standard bag of the same size.

_____ 2. costs more than a standard bag of the same size.

_____ 3. costs the same as a standard bag of the same size.

B. For which of the following would an insulated or poly bag be used?

_____ 1. A container of heavy cream

_____ 2. A quart of vanilla ice cream

_____ 3. A twelve-pound frozen turkey

C. Insulated or poly bags are used

_____ 1. for ice cream products only.

_____ 2. for ice cream products and when the customer requests their use.

_____ 3. only when the customer requests their use.

D. Which of the following products should always be put in insulated or poly bags?

_____ 1. Bulk ice cream or sherbet

_____ 2. Canned frozen juices

_____ 3. Frozen soup

_____ 4. Ice cream sandwiches

_____ 5. Ice pops or ice cream pops

_____ 6. Packaged frozen fish

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #4 (p. 2)

E. Under which of the following circumstances should insulated or poly bags be used?

_____ 1. At the checker's discretion

_____ 2. For bulk ice cream products

_____ 3. If the customer requests it

_____ 4. When the supervisor instructs it

F. When eggs are placed in a bag with other merchandise, they should be placed

_____ 1. along the sides.

_____ 2. on the bottom.

_____ 3. in the center.

_____ 4. at the top.

G. The proper position for an egg carton is

_____ 1. flat, right side up.

_____ 2. flat, upside down.

_____ 3. on end.

H. In order to protect eggs from damage in a ten-pound bag, you should put the eggs in with the bag

_____ 1. standing on its bottom end.

_____ 2. lying down on its side

I. Which of the following items could make a bag wet?

_____ 1. A heavy bag of potatoes

_____ 2. A leaky package of chicken

_____ 3. A sharp-cornered box

_____ 4. A "sweating" carton of milk

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #4 (p. 3)

J. The best way to handle wet or leaky items is to

_____ 1. put them in a double bag with the rest of the order.

_____ 2. put them in a separate small bag inside the large bag with the rest of the order.

_____ 3. put them in the same single bag as the rest of the order.

K. Suppose Mrs. Smith buys a gallon of bleach and puts it on the floor of her car along with the rest of her order. A sudden stop knocks over the bleach, causing it to spill and ruin the carpeting.

How could the checker best have prevented such an accident?

_____ 1. By cautioning Mrs. Smith not to make any sudden stops

_____ 2. By tightening the cap on the bleach before putting it in the cart

_____ 3. By warning Mrs. Smith not to buy bleach

L. Which of the following items should be bagged?

_____ 1. A can of drain cleaner, containing lye

_____ 2. A glass bottle of ammonia

_____ 3. A plactic jug of bleach

M. Proper handling of bleach, ammonia, and lye includes

_____ 1. bagging them separately if the merchandise is in glass containers.

_____ 2. double-bagging.

_____ 3. informing the customer that special attention has been given to these items.

_____ 4. placing them flat on top of a barrel bag.

_____ 5. placing them separately in the cart.

_____ 6. tightening caps on containers before putting these items in the cart.

_____ 7. using insulated bags.

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #4 (p. 4)

PART II

Directions: Answer the following questions by filling in the blanks with the correct word or phrase.

A. When is it correct for you to put freezer items in insulated bags?

____

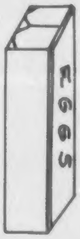
B. For what kind of products are insulated bags always used?

____

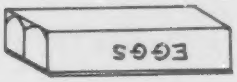
PART III

Directions: Study the following sets of pictures. Answer the questions that accompany each set.

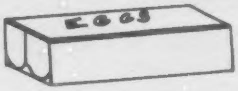
A. Write an "X" in the blank under the picture that illustrates the proper position for an egg carton.



1. ____________________

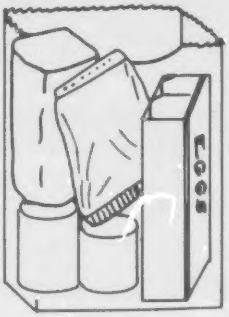


2. ____________________

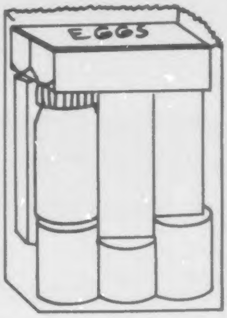


3. ____________________

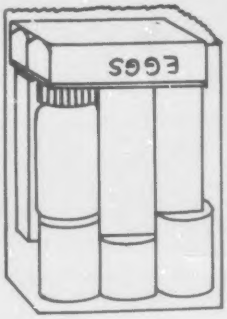
B. Write an "X" in the blank under the picture that illustrates the proper placement of eggs in a barrel bag.



1. ____________________



2. ____________________

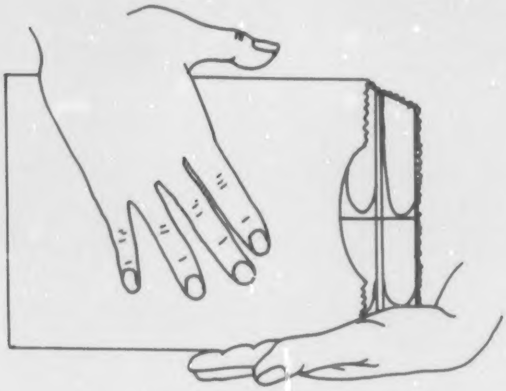


3. ____________________

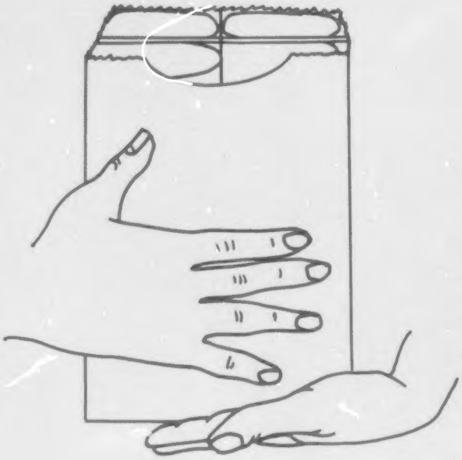
CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #4 (p. 5)

C. Suppose you have placed two cartons of eggs in a ten-pound bag. Write an "X" in the blank under the picture that illustrates the proper way to hand the bag to the customer without damaging the eggs.

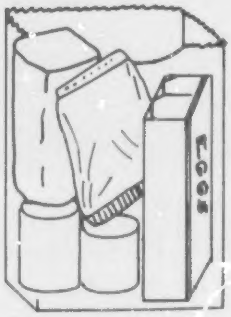


1. ______________________________

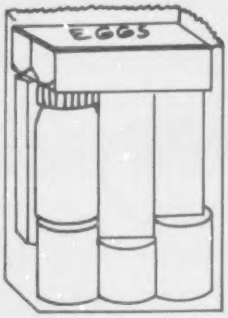


2. ______________________________

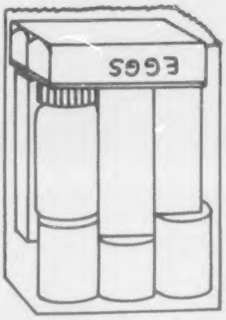
D. Write an "X" in the blank under the picture that illustrates the correct way to place eggs in a barrel bag.



1. ____________________



2. ____________________



3. ____________________

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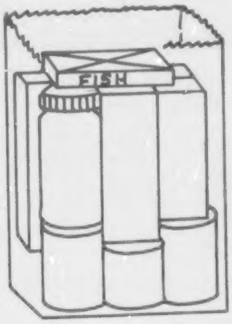
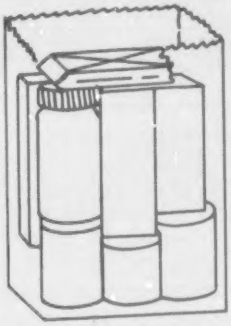
Assignment Sheet #4 (p. 6)

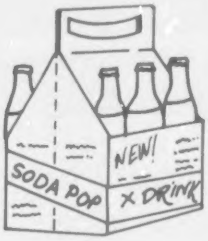
E. Write an "X" in the blank under the picture that illustrates the correct way to bag wet, leaky, odorous, or frozen items (item marked "X" in the pictures).

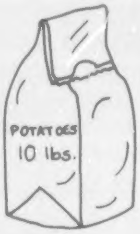


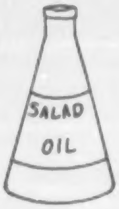


1. ____________________ 2. ____________________

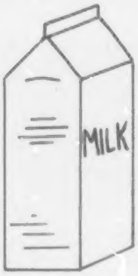
F. Some large bulky items of merchandise that do not need extra protection can be placed directly in the basket or cart without bagging. Select from the following group of pictures those items that could be treated in this way. Write an "X" in the blank below each correct picture.

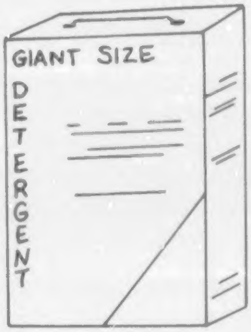

SODA POP
NEW!
X DRINK


POTATOES
10 lbs.



1. ____________ 2. ____________ 3. ____________




GIANT SIZE
DETERGENT

4. ____________________ 5. ____________________

CONTINUED ON THE NEXT PAGE . .

Assignment Sheet #4 (p. 7)

PART IV

Directions: Match items that require special bagging methods to their correct bagging procedures. Write the correct numbers in the blanks. Some answers may be used more than once. Some blanks may contain more than one answer.

_____ A. Place flat on top of barrel bag

_____ B. Place separately in basket or cart

_____ C. Hand to customer flat in 10-pound bag

_____ D. Put in a separate bag and place in basket or cart

_____ E. Tighten caps on containers

_____ F. Use insulated bags

_____ G. Put in a separate bag on top of the bag holding the rest of the order

1. Bleach, ammonia, or lye products in non-breakable containers
2. Eggs
3. Ice cream products
4. Wet, leaky, odorous, or frozen items
5. Bleach or ammonia

PART V

Directions: Select from the following list those items that could safely be placed in the cart without bagging.

_____ A. A large sack of potatoes

_____ B. A glass jug of bleach

_____ C. A plastic jug of bleach

_____ D. A six-pack of soft drinks

_____ E. A large glass jug of salad oil

INFORMATION SHEET

MAKING THE FINAL CHECK

PART I--Facts about a final check

A. Always make a final check

B. Always use the "exchange" system: place the bags into a different cart than the one the customer used during shopping

(NOTE: This avoids any merchandise going out of the store unnoticed on the bottom of the customer's cart.)

C. Make the final check before loading the order into the cart

PART II--Making the final check

A. Steps in making the final check

1. Finish bagging the order
2. Glance over the checkstand to see that nothing has been left out
3. Check the cart to see that nothing has been left out
4. Load order into cart

B. Purposes in making the final check

1. Allows checker to make sure that cart contains no items that have not been rung
2. Allows checker to make sure entire order has been bagged

BAGGING ORDERS OF MERCHANDISE

ASSIGNMENT SHEET #5--MAKING A FINAL CHECK

Directions: Complete the following exercises.

A. When should the final check be made?

_____ 1. After loading the order into the cart

_____ 2. Before loading the order into the cart

B. What two purposes does this final check serve?

_____ 1. It gives the checker a chance to take a short break

_____ 2. It allows the checker to make sure that the cart contains no items that have not been rung

_____ 3. It allows the checker to make sure that the entire order has been bagged

C. You should always give the checkstand and cart one last check

_____ 1. after loading the order into the cart.

_____ 2. after bagging the order, but before loading it into the cart.

_____ 3. before bagging the order.

D. You make this check to see if the customer's order

_____ 1. has all been rung.

_____ 2. is completely bagged.

_____ 3. will fit in the cart.

E. What two places are checked when making a final check?

____

____

F. What two things do you check the entire order for after it has been bagged?

____

____

INFORMATION SHEET

LIFTING AN ORDER

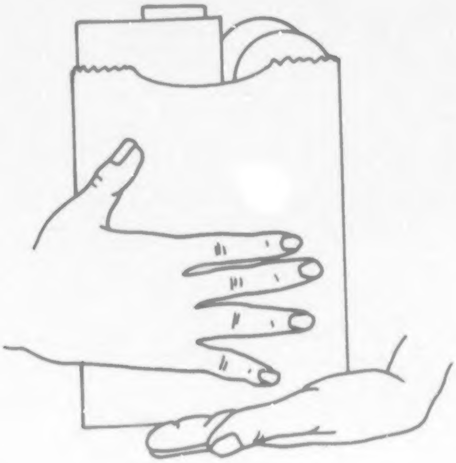
PART I--Correct method of lifting an order (Figure 20)

A. Use both hands

B. Hold bag from bottom

EXAMPLE:

FIGURE 20



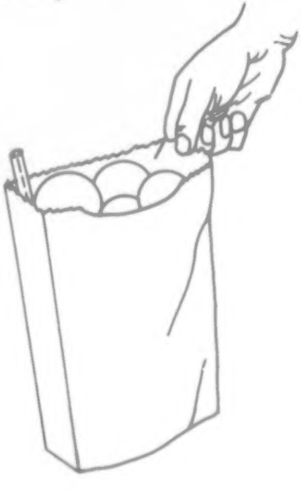
PART II--Incorrect method of lifting an order (Figure 21)

A. Do not use just one hand

B. Do not hold the bag from the top

EXAMPLE:

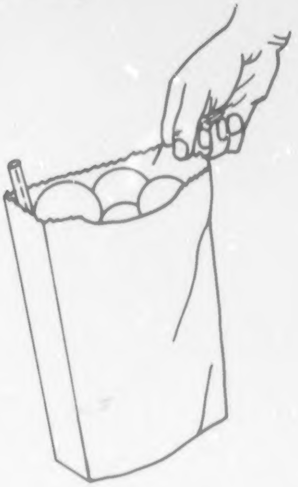
FIGURE 21

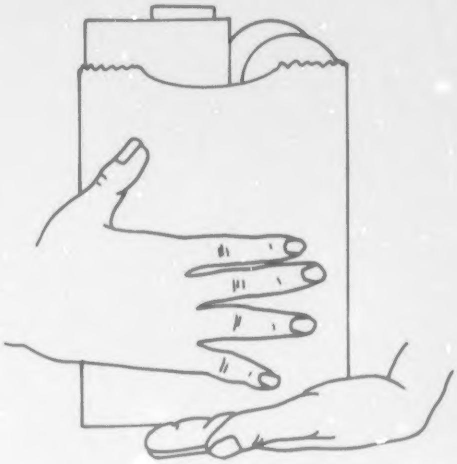


BAGGING ORDERS OF MERCHANDISE

ASSIGNMENT SHEET #6--LIFTING AN ORDER

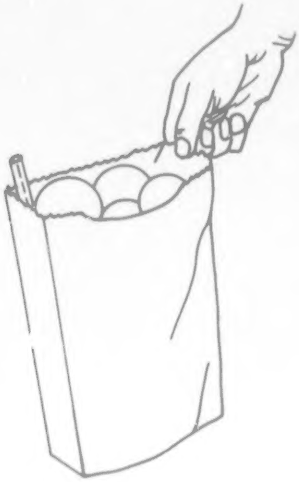
A. Write an "X" in the blank below the picture that illustrates the correct way to lift a bag.





1. ______________________ 2. ______________________

B. List two things wrong with the bag-lifting method shown in the picture below.



1. ______________________

2. ______________________

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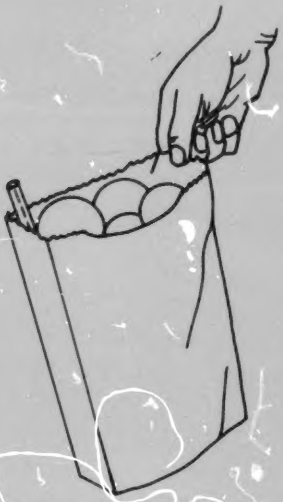
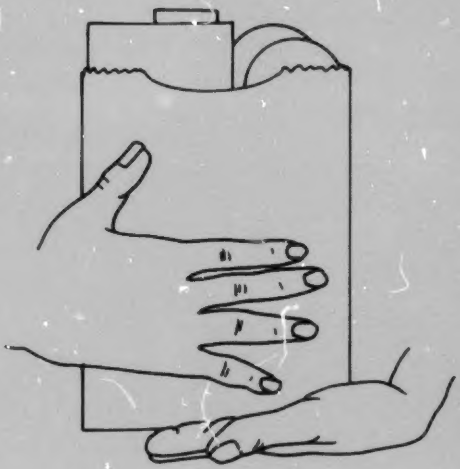
Assignment Sheet #6 (p. 2)

C. Write an "X" in the blank under the picture that shows the correct way to lift a bag when placing it in the cart.



1. ______________________________



2. ______________________________

BAGGING ORDERS OF MERCHANDISE

JOB SHEET #1--PROPERLY BAG AN ORDER OF MERCHANDISE

To complete this job sheet, check with your instructor for merchandise and bags to use to properly bag an order of merchandise. You will be evaluated on your ability to properly place merchandise in the bags, the way you handle the bags, and on your ability to select the correct bag in which to bag your order.

Ask your instructor to inspect the order of merchandise after you have it packaged. This sheet must be signed by your instructor before the activity is considered complete.

Follow these steps to complete this job sheet:

A. Ask your instructor for merchandise and a variety of bags from which to choose to bag the order

B. Properly bag the order of merchandise

C. Ask your instructor to inspect your work

D. Write your name and date on the bottom portion of this sheet and hand it to your instructor when he or she inspects your work

E. If you feel you need more practice before being evaluated, PRACTICE!

STUDENT'S NAME ______________________________ DATE ____________

INSTRUCTOR'S RATING

Did the student select the proper size bag?	Yes	No
Was the bag opened properly?	Yes	No
Was all the merchandise placed properly in the bag?	Yes	No

Comments ____

____

____

____

APPROVED - INSTRUCTOR'S SIGNATURE

CASHIER/CHECKER
CC-E1

GOOD RELATIONSHIPS WITH OTHERS

INTRODUCTION

People must work well together before anything worthwhile can happen. As a result of working well together, they are able to produce; and because of their productivity, they are able to earn a paycheck and to have the social and emotional satisfactions that go along with a job well done. In this LAP, you will learn to get along better with other people.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to do the tasks, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given written assignment sheets about good relationships with others, complete them with a minimum score of 85 percent.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Human Relations--What Is It? (Page 3)
2. Read Information Sheet, Basic Human Needs. (Page 4)
3. Read Information Sheet, Building Better Relationships with Others. (Pages 5 and 6)
4. Read Information Sheet, Understanding Your Co-Workers. (Page 7)
5. Check your knowledge by completing Assignment Sheet #1, Working with Co-Workers. (Pages 8 and 9)
6. Read Information Sheet, The Checker's Creed. (Page 10)
7. Check your knowledge by completing Assignment Sheet #2, How the Checker's Creed Applies to Me. (Pages 11 and 12)
8. Check your knowledge by completing Assignment Sheet #3, Showing Pride in My Appearance. (Page 13)
9. Check your knowledge by completing Assignment Sheet #4, Selecting the Best Personality. (Pages 14 and 15)
10. Turn in completed LAP to your instructor.

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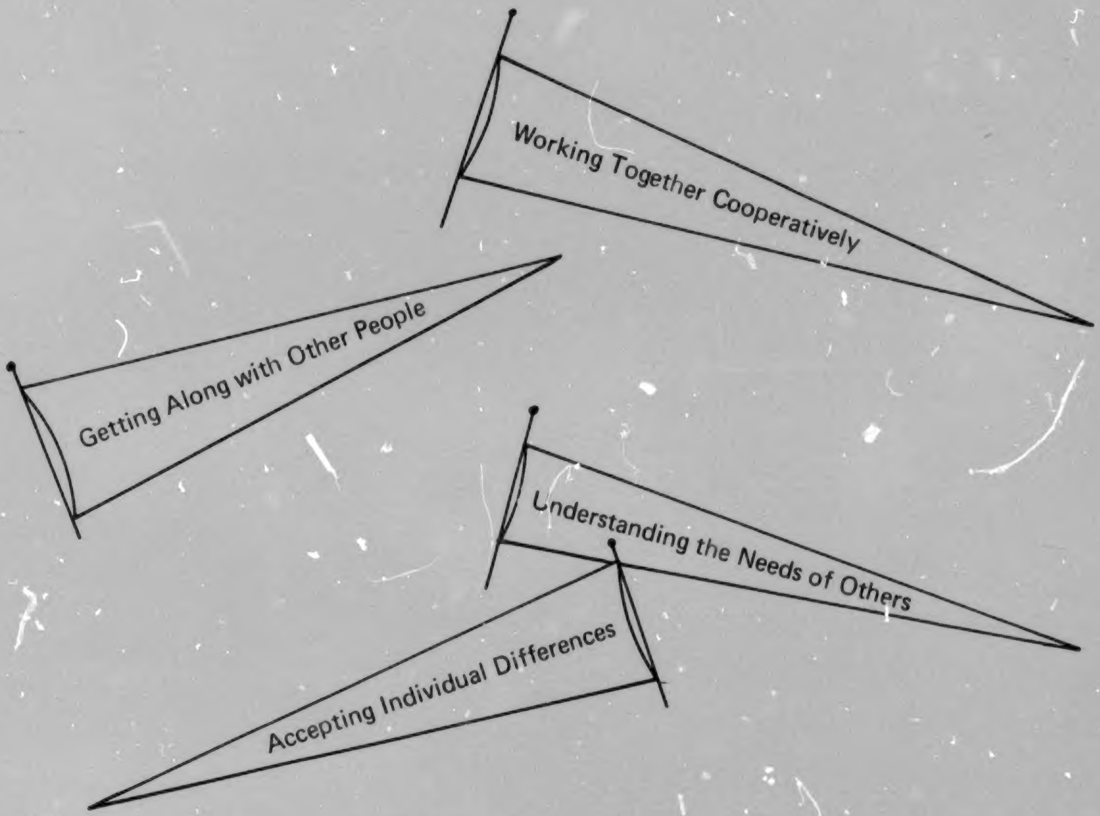
INFORMATION SHEET

HUMAN RELATIONS--WHAT IS IT?

Fundamentals of human relations (Figure 1)

EXAMPLE:

FIGURE 1


Working Together Cooperatively
Getting Along with Other People
Understanding the Needs of Others
Accepting Individual Differences

(NOTE: The inability to get along with others is the reason given for 90 percent of the people who are fired from their jobs!)

INFORMATON SHEET

BASIC HUMAN NEEDS

Part I--Basic Human Needs

A. The need to belong

(NOTE: All people want to feel that they are included in what is going on and that they are not outsiders.)

B. The need to be needed

(NOTE: Whether people are willing to admit it or not, they all want someone to count on them for something.)

C. The need to be recognized

(NOTE: All people seek acknowledgement in some form from their families, friends, employers, and co-workers.)

EXAMPLES: Praise, financial reward, advancement, additional responsibilities, friendship

PART II--Fulfilling Basic Human Needs

By helping other people to fulfill the basic human needs in their own lives, you are well on your way to developing better human relationships, and you will be helping other people to live happier, more rewarding lives.

INFORMATION SHEET

BUILDING BETTER RELATIONSHIPS WITH OTHERS

PART I--Steps in Building Better Relationships (Figure 2)

A. Develop empathy

(NOTE: When you can put yourself in someone else's shoes and know where they are coming from, you have empathy. When you need to work out a problem, it is most helpful to be able to see the situation from the other person's point of view.)

B. Use objectivity

(NOTE: If you are able to work out an answer to a situation that is for the good of all, not just for you, you are objective. Look for ways to make life easier for everyone, not just a few.)

C. Be tolerant

(NOTE: Learning to accept and appreciate the differences in people is tolerance. There is much to gain by sharing the ideas, attitudes, and traditions of others.)

D. Show appreciation

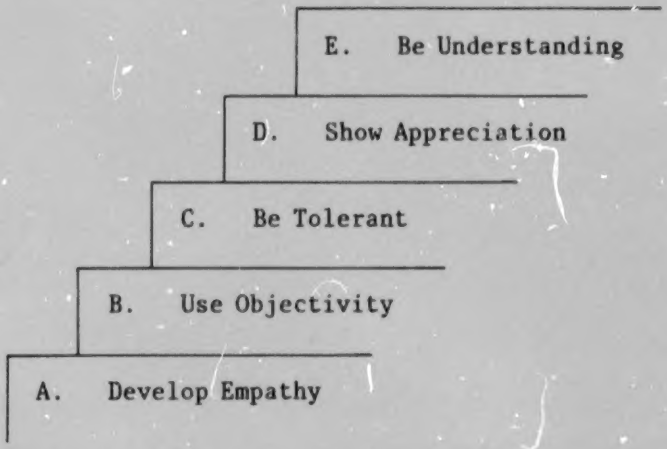
(NOTE: A smile, a word of praise, a pat on the back--what a small price to pay for the efforts of others. Appreciation goes a long way in building a desire to do more and do better at it.)

E. Be understanding

(NOTE: Learn everything you can about what makes people "tick." This will help you work productively and enjoyably with others.)

EXAMPLE:

FIGURE 2



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Information Sheet (p. 2)

PART II--Facts About Building Better Relationships

The first step in building better relationships with others is to look for something you like in them. Liking something in others must precede having the other person like you. If you want to be liked, you must like others. If you want to be interesting, you must be interested in others' ideas, problems, and suggestions. If you want others to adjust to your ways, you must first learn to adjust to their ways. Others will overlook your failings more readily if you overlook their failings.

INFORMATION SHEET

UNDERSTANDING YOUR CO-WORKERS

PART I--Rules for Understanding Your Co-Workers

A. Treat others as you want them to treat you

(NOTE: Remember, like you, others have feelings, too.)

B. Do your part to make everyone's job easier

(NOTE: Sometimes this means doing more than "your share," but it pays off in better relationships and higher morale.)

PART II--How Others Like to be Treated

A. People like to be treated courteously

(NOTE: It is so much nicer to say, "Would you please file these for me?" than "File these for me.")

B. People do not like to be dominated or threatened

(NOTE: No one enjoys working with a "bossy" co-worker or under a "do it or else" threat. This atmosphere causes a breakdown of morale and problems that could have been avoided.)

C. People like to feel that they belong to the group

(NOTE: Working in a spirit of cooperation is far more enjoyable than in an atmosphere of "every man for himself.")

D. People like to be informed about things that affect them

(NOTE: Change can be a threat to an individual's sense of security, especially if there is no pre-warning or opportunity for discussion. This type of situation can cause a breakdown of morale among employees.)

E. People like to feel useful and receive recognition

(NOTE: A "Thanks a lot," or "I really appreciate your help," or "This is really nicely done," go a long way in helping other workers enjoy a sense of personal satisfaction in their work.)

F. People like to be treated fairly

(NOTE: No one likes to be taken advantage of. Treating people fairly includes fair work loads, equal pay for equal work, no special treatment without a fair reason, and a sharing of all the points listed above.)

GOOD RELATIONSHIPS WITH OTHERS

ASSIGNMENT SHEET #1--WORKING WITH CO-WORKERS

PART I

Directions: Distinguish between good and bad working traits. Place a "D" in the blank before each trait that would make you delightful to work with. Place an "I" in the blank before each trait that would make you irritating to work with.

_____ A. Gossip

_____ B. Tolerant

_____ C. Objective

_____ D. Interruptive

_____ E. Self-confident

_____ F. Domineering

_____ G. Appreciative

_____ H. Understanding

_____ I. Impolite

_____ J. Emphatic

PART II

When you meet someone, you often say, "Hello! How are you?" and the other person says, "Hello. I'm fine," or words to that effect.

Directions: The next three people you say "Hello" to, follow up the "I'm fine" with "Really, how are you doing?" or words to that effect, or ask them something specific, such as "How did you do on your typing test?" The idea is to show that you are really interested in how they are doing. Record the results of these three meetings on a separate sheet and discuss the results with your instructor.

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #1 (p. 2)

PART III

Directions: Everyone knows people who get along especially well with others. Pick three people and list what characteristics they possess that make them so likeable. If you wish, you may use actual incidences. Summarize, in paragraph form, on a separate sheet.

PART IV

Directions: List on a sheet of paper the characteristics that you believe you possess that will help you to do your part in your organization. Also, list the characteristics that you need to improve upon.

PART V

Mary Jane is beginning to dislike her job because her co-workers are not very friendly toward her.

Directions: Write your answers to the following questions in the blanks provided.

A. Without knowing any specific details, what are some of the possible reasons Mary Jane is being left out of the group?

____

____

____

____

B. What would you suggest Mary Jane do to regain her sense of belonging?

____

____

____

____

INFORMATION SHEET

THE CHECKER'S CREED

I will . . . . be courteous at all times--treating you, the customer, as I would like to be treated--to make you feel welcome in this store.

I will . . . . take pride in my personal appearance--so that I will look clean and neat for myself, my store, and you.

I will . . . . do my best--checking out for you, the customer, with speed and accuracy--knowing that time is valuable to you, to my store, and to me.

I will . . . . be accurate and keep well informed of all price changes--so that you, the customer, are never charged anything but the correct price.

I will . . . . handle your food carefully--as carefully as if it were my own--so that you receive full value for your dollar.

I will . . . . make proper use of supplies and equipment--knowing that waste profits no one.

I will . . . . abide by the rules and regulations of my company--knowing that they were made for the good of all.

I will . . . . be loyal to my job, my store, and my fellow workers--knowing that dependability builds confidence and confidence builds success.

I will . . . . strive constantly to improve myself and take pride in my job--knowing that I am performing a service to my community.

I will . . . . be cheerful--even when it is most difficult--knowing that a smile and a "thank you" sincerely stated, will bring a smile and a "thank you" in return.

GOOD RELATIONSHIPS WITH OTHERS

ASSIGNMENT SHEET #2--HOW THE CHECKER'S CREED APPLIES TO ME

PART I

Directions: From "The Checker's Creed," choose the one statement most important to you and tell why it is important.

PART II

Directions: Beside each of the following letters, write what you, as a cashier/checker, have done that shows how you actually carried out each point in the creed. If you have not carried out one or more of the points in the creed, explain why you have not.

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

H. ____

I. ____

J. ____

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #2 (p. 2)

PART III

Directions: In the spaces below, write a brief description of the "ideal" cashier/checker.

GOOD RELATIONSHIPS WITH OTHERS

ASSIGNMENT SHEET #3--SHOWING PRIDE IN MY APPEARANCE

Directions: Select from the following list the best ways to show personal pride in one's appearance. Write an "X" in the blank before each correct answer.

_______ 1. Cleaned and brushed hair today

_______ 2. Brushed my teeth today

_______ 3. Bathed three days ago

_______ 4. Put on deodorant this morning

_______ 5. Placed my name badge on slightly crooked

_______ 6. Shook the wrinkles out of the uniform I wore yesterday so that I could wear it again today

_______ 7. Cleaned my hands and fingernails today

_______ 8. Washed my hands again after lunch

_______ 9. Brushed my hair after every customer

_______ 10. Cleaned and polished my shoes before I went to bed

_______ 11. Brushed the dandruff from my shoulders occasionally during the day

_______ 12. Adjusted my sloppy fitting clothes occasionally

_______ 13. Put on just the right amount of make-up or cologne

_______ 14. Looked in the mirror to check my appearance as I came off break

_______ 15. Checked to see that my clothes were free of smudges before I left home

_______ 16. Checked my appearance in the mirror before I left home

_______ 17. Wore a smile all day

_______ 18. Forgot to shave this week

_______ 19. Brushed lint from uniform during lunch hour

_______ 20. Washed my face and eyes this morning

GOOD RELATIONSHIPS WITH OTHERS

ASSIGNMENT SHEET #4--SELECTING THE BEST PERSONALITY

PART I

Directions: Write an "X" in the blank before each correct answer.

A. A customer asks you if you have any more of an item that is missing from the shelf. You should

_______ 1. Suggest taking a similar item that is on the shelf.

_______ 2. Be helpful by checking the back room.

_______ 3. Say it will probably be on the shelf tomorrow.

B. A customer cannot reach an item on the top shelf. You are asked to help. You should

_______ 1. Smile and get the item down from the shelf.

_______ 2. Get a step ladder.

_______ 3. Point out a similar item within reach.

C. A customer suggests that you carry a particular item in your store. You should

_______ 1. Answer that you don't have anything to do with ordering.

_______ 2. Say "thank you" for the suggestion and that you will mention it to the store manager.

_______ 3. Explain it is not as good as a product your store carries.

D. You have checked out a customer's order and they have already been bagged. Which rule of courtesy would apply here?

_______ 1. Shake hands and say, "Good-bye."

_______ 2. Be polite and say, "Thank you and come again."

_______ 3. Smile as the customer leaves.

E. Practicing customer courtesy while you're at work will

_______ 1. Cost you time and money.

_______ 2. Keep you from getting your work done.

_______ 3. Keep customers happy and coming back to your store.

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #4 (p. 2)

PART II

Directions: Distinguish between good and bad personality traits. Write a "T" in the blank before each true statement, and an "F" in the blank before each false statement.

_______ A. Be pleasant at all times, especially when the customer is unpleasant.

_______ B. Do not encourage a customer to come back again if there is a complaint about your service or the store.

_______ C. Let the customer know that you are upset about it taking a long time to write out a check.

_______ D. Be honest when dealing with customers.

_______ E. If a customer questions the amount of change given, be friendly and courteous while explaining.

_______ F. Coughing or sneezing without covering your mouth with a tissue will please the customer.

_______ G. Your appearance is just as important as your attitude in leaving a good impression with the customer.

_______ H. The customer will not feel welcome if you are friendly and pleasant.

_______ I. If you have made a mistake, apologize.

_______ J. Treat your customers as you would like to be treated.

PART III

Directions: Match the following characteristics to their correct definitions. Write the correct letter in the blanks.

_______ A. Ability to work out an answer for the good of all

_______ B. Giving credit where credit is due

_______ C. Accepting the differences in people

_______ D. Knowing everything possible about what makes other people "tick"

_______ E. Seeing a situation from another's point of view

1. Empathy
2. Objectivity
3. Tolerance
4. Appreciation
5. Understanding

CASHIER/CHECKER
CC-E2

HUMAN RELATIONS

INTRODUCTION	Success in business is based not only on your skills and what you know, but also on how you act. If you want to be a success in business, you must have the kind of personality that fits into the work team. You must get along well with others in business. In this LAP, you will learn how to improve your human relations skills by examining your own personality traits.
DIRECTIONS	Read the objective below and complete this unit.
OBJECTIVE	Given assignments on human relations, complete each with 85 percent accuracy.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Why Would You Want to Develop a Desirable Personality? (Page 3)
2. Read Information Sheet, You've Got "Personality," What Is It? (Page 4)
3. Check your knowledge by completing Assignment Sheet #1, How Well Do You Know Yourself? (Page 5)
4. Read Information Sheet, Personality Traits and Attitudes. (Page 7)
5. Check your knowledge by completing Assignment Sheet #2, Analyze a Cashier Situation. (Page 10)
6. Check your knowledge by completing Assignment Sheet #3, Review Terms and Definitions. (Page 11)
7. Check your knowledge by completing Assignment Sheet #4 Self-Improvement Exercise. (Page 13)
8. Check your knowledge by completing Assignment Sheet #5, Human Relations Review. (Page 17)
9. Turn in completed LAP to your instructor

INFORMATION SHEET

WHY WOULD YOU WANT TO DEVELOP A DESIRABLE PERSONALITY?

Reasons for developing a desirable personality

(NOTE: To build desirable traits, you must want to improve and you must believe you really can improve.)

A. To like yourself

B. To gain recognition

C. To have (and keep) friends

D. To be a successful employee

READY TO START? THEN, TURN THE PAGE . . .

INFORMATION SHEET

YOU'VE GOT "PERSONALITY," WHAT IS IT?

PART I--Outward signs of good personality

A. Smiling face

B. Pleasant voice

C. Friendly attitude

D. Tactful approach to people

PART II--Personality traits outward signs are based on

A. A genuine liking for people--To put people at ease, you look for the good in them

B. Self-confidence--To develop self-confidence, you must always feel you have done your best

C. Naturalness--To be natural, you must think about something other than how you look, sound, walk

PART III--Words you will want to be familiar with

A. Personality--Sum total of how you act, how you sound, and how you treat other people

B. Trait--Characteristic that is part of your whole personality

EXAMPLE: Dependability

C. Attitude--Your way of reacting to or feeling about a situation

EXAMPLE: Enthusiasm

HUMAN RELATIONS

ASSIGNMENT SHEET #1--HOW WELL DO YOU KNOW YOURSELF?

Directions: Answer "yes" or "no" to the following questions. Write an "X" in the appropriate blanks.

	YES	NO
A. Can you be depended upon to do what you say you will?		
B. Do you go out of your way to help others?		
C. Do you avoid exaggeration in your statements?		
D. Do you avoid being sarcastic?		
E. Do you refrain from showing off how much you know?		
F. Do you feel at ease with your associates?		
G. Do you avoid making fun of others behind their backs?		
H. Do you keep from domineering others?		
I. Do you avoid laughing at the mistakes of others?		
J. Do you avoid finding fault with everyday things?		
K. Are you helpful when others make a mistake?		
L. Do you keep out of arguments?		
M. Do you smile often?		

THERE'S MORE TO COME . . . .

Assignment Sheet #1 (p. 2)

		YES	NO
N.	Do you have patience with new ideas?	______	______
O.	Do you avoid gossiping?	______	______
P.	Do you have a sense of humor?	______	______
Q.	Do you avoid emotional outbursts?	______	______
R.	Are you careful not to say things that might offend others?	______	______
S.	Do you avoid trying to reform others?	______	______
T.	Do you keep your personal problems personal?	______	______
U.	Are you usually cheerful?	______	______
V.	Do you look upon others without suspicion?	______	______
W.	Do you refrain from telling people their moral duty?	______	______
X.	Are you natural rather than dignified?	______	______

ARE YOU THINKING ABOUT YOURSELF? GOOD!

INFORMATION SHEET

PERSONALITY TRAITS AND ATTITUDES

(NOTE. Personality is made up of traits and attitudes. To be succesful on the job, you must "get along" with others. Think about the following characteristics of a good [wonderful, super, terrific] person.)

Traits and attitudes of personality

A. Adaptability--Ability to adjust easily to new situations

   1. Accept changes without complaint

   2. Cheerfully accept situations when first choice is not possible

   3. Learn new procedures and service information

B. Cooperation--Act of working harmoniously with others toward some desired goal

   1. Follow rules and regulations

   2. Do your part in group work

   3. Take part in extra-curricular activities

   4. Be flexible; consider ideas of others

   5. Help others when possible

C. Courtesy--Act of being polite and using good manners

   1. Show respect for others

   2. Speak with a pleasant voice

   3. Express your thanks for the time and efforts of others

   4. Return promptly from lunch and breaks so co-workers can have their rest periods

D. Dependability--Quality of doing what you say you will and completing duties assigned to you

   1. Be punctual and regular in attendance

   2. Complete all assigned work on time

   3. Follow instructions

   4. Take only the time allowed for lunch and breaks

E. Enthusiasm--Quality of being eager to help or to take part in some activity

   1. Be alert and friendly
   2. Show pride in your job
   3. Do more than your share when time permits

F. Honesty--Act of being truthful in all things

   1. Respect property of others
   2. Give truthful information
   3. Be careful with money
   4. Keep promises
   5. Do not waste time

G. Initiative--Ability to do things without having to be told

   1. Develop good work habits
   2. Learn to work on your own
   3. Use slack moments or leisure time to learn more about your job
   4. Make suggestions
   5. Accept additional responsibilities

H. Loyalty--Quality of sticking up for or supporting a cause

   1. Keep confidences
   2. Show that you can be trusted
   3. Say good things about the firm and people you work for

I. Patience--Ability to take the time to do things right

   1. Try to understand the opinions of others
   2. Listen even though not interested
   3. Control anger

J. Self-control--Ability to control one's temper and emotions

1. Control temper
2. Show enthusiasm without becoming overbearing
3. Accept constructive criticism
4. Remain calm and poised
5. Keep ugly, mean, or hurting remarks to yourself

K. Tact--Ability to say the right thing at the right time

1. Avoid saying things that may hurt feelings
2. Do not contradict others
3. Be diplomatic

HUMAN RELATIONS

ASSIGNMENT SHEET #2--ANALYZE A CASHIER SITUATION

Directions: Read the following case study. Using the traits and attitudes listed in the information sheets, answer the questions following the case problem.

Case Study

Kelly Daniel's employer had a bad day. He gave reprimands to several of the employees and discharged one stocker. When Kelly answered his intercom request to assist in the stockroom, he scolded her for taking so long. Kelly had been working in her cash register area, and she could not have gotten to the stockroom sooner. When her manager said, "Why don't you ever get here promptly? I always have to wait for you," it was too much for Kelly. She scolded, "Because I had gone to clean up a customer's mess when she dropped a gallon of milk on the floor in my check-out lane!" Her employer then said coldly, "In that case, go back to your more important work. I'll have someone else take care of this."

A. Evaluate Kelly's handling of this situation. ______________________________

____

____

____

____

B. What would you do in a similar case? ______________________________

____

____

____

____

C. Is it helpful to fix the blame? Why or why not? ______________________________

____

____

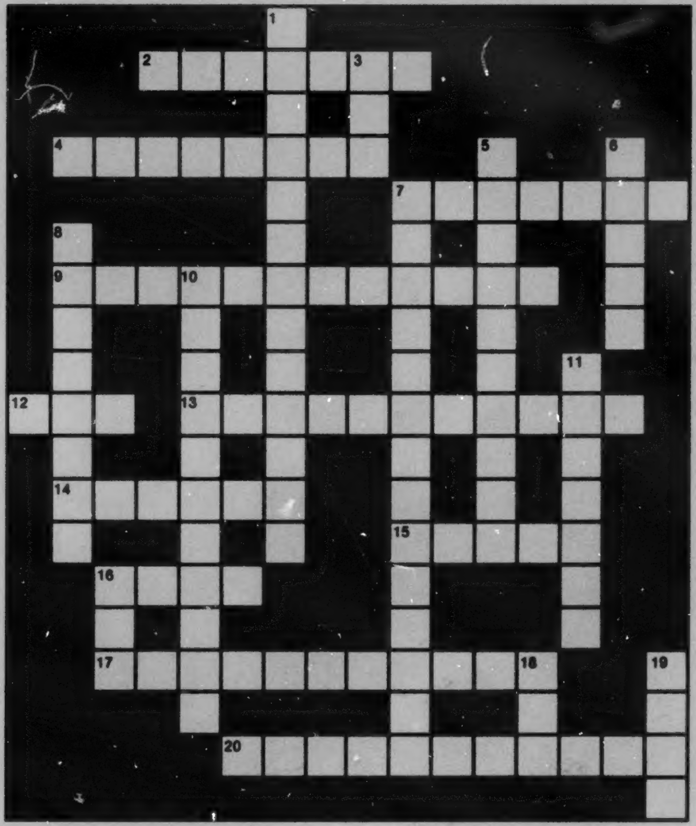
____

____

HUMAN RELATIONS

ASSIGNMENT SHEET #3--REVIEW TERMS AND DEFINITIONS

Directions: Complete the following crossword puzzle; then check your work with the key on the next page.



ACROSS

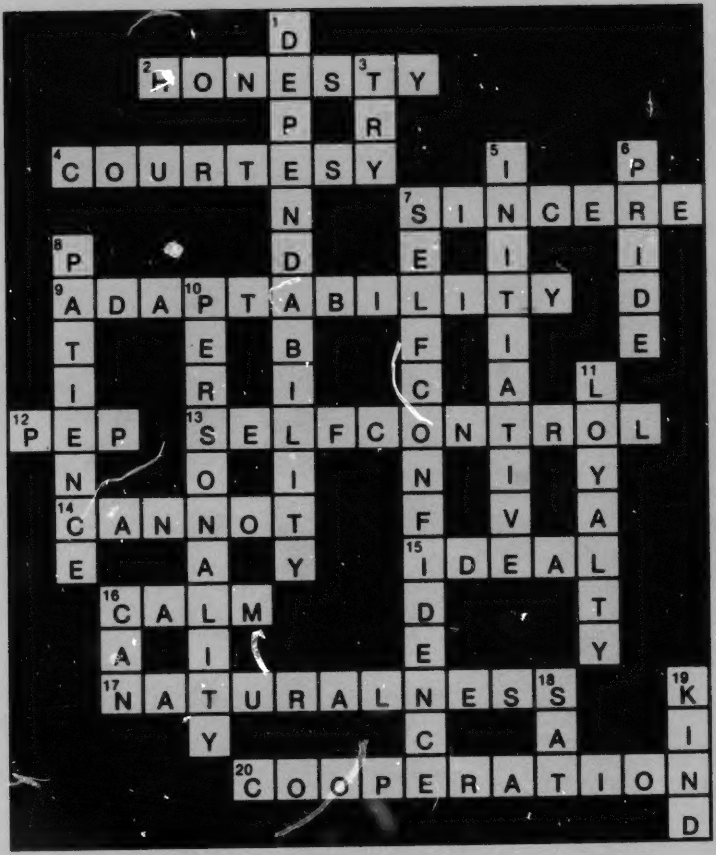
2. Act of being truthful in all things
4. Act of being polite and using good manners
9. Ability to adjust easily to new situations
12. Vim, vigor, energy
13. Ability to control one's temper and emotions
14. Opposite of 16 down
15. Exactly as one would wish; perfect
16. Not excited
17. Quality of being oneself
20. Act of working harmoniously with others toward some desired goal

DOWN

1. Quality of doing what you say you will and completing duties assigned
3. To put out effort even though you may fail
5. Ability to do things without having to be told
6. Respect for oneself; self-respect
7. Confidence in oneself, one's own abilities (hyph wd)
8. Ability to take the time to do things right
10. The total of all your traits and attitudes
11. Quality of sticking up for or supporting a cause
16. To be able to do, make, or accomplish

Assignment Sheet #3 (p. 2)

Answer Key


1 DEPENDABILITY
2 HONESTY
3 TRY
4 COURTESY
5 INITIATIVE
6 PRIDE
7 SINCERE
7 SELFCONFIDENCE
8 PATIENCE
9 ADAPTABILITY
10 PERSONALITY
11 LOYALTY
12 PEP
13 SELFCONTROL
14 CANNOT
15 IDEAL
16 CALM
16 CAN
17 NATURALNESS
18 SAT
19 KIND
20 COOPERATION

HUMAN RELATIONS

ASSIGNMENT SHEET #4--SELF-IMPROVEMENT EXERCISE

In this assignment sheet, you will take a good look at yourself. Be honest with yourself as you answer these questions. Your personality will only be improved to the extent you want it to improve.

PART I--Conduct a self-assessment

Directions: Rate yourself on each of the following traits, using the following rating scale: a rating of "5" indicates that you usually possess this trait; "4" indicates that you often possess this trait; "3" indicates that you sometimes possess this trait; "2" indicates that you rarely possess this trait; and "1" indicates that you never have possessed this trait.

Characteristics	Rating				
Self-control	5	4	3	2	1
Obeys rules	5	4	3	2	1
Perseverant	5	4	3	2	1
Economical	5	4	3	2	1
Jealous	5	4	3	2	1
Naive	5	4	3	2	1
Dependable	5	4	3	2	1
Stubborn	5	4	3	2	1
Critical	5	4	3	2	1
Optimistic	5	4	3	2	1
Easily depressed	5	4	3	2	1
Friendly	5	4	3	2	1
Positive	5	4	3	2	1
Ambitious	5	4	3	2	1
Conceited	5	4	3	2	1
Good natured	5	4	3	2	1
Honest	5	4	3	2	1
Sarcastic	5	4	3	2	1
Inferiority complex	5	4	3	2	1
Enthusiastic	5	4	3	2	1
Resourceful	5	4	3	2	1
Intellectual	5	4	3	2	1
Suspicious	5	4	3	2	1
Shrewd	5	4	3	2	1
Sympathetic	5	4	3	2	1
Emotional	5	4	3	2	1
Self-conscious	5	4	3	2	1
Domineering	5	4	3	2	1
Argumentative	5	4	3	2	1
Broadminded	5	4	3	2	1
Efficient	5	4	3	2	1
Introverted	5	4	3	2	1
Modest; humble	5	4	3	2	1

Assignment Sheet #4 (p. 2)

Self-assessment (Continued)

Characteristics	Rating				
Sense of humor	5	4	3	2	1
Poised	5	4	3	2	1
Systematic	5	4	3	2	1
Courteous	5	4	3	2	1
Cooperative	5	4	3	2	1
Apathetic	5	4	3	2	1
Easily impressed	5	4	3	2	1
Pays attention	5	4	3	2	1
Determined	5	4	3	2	1
Extroverted	5	4	3	2	1
Practical	5	4	3	2	1
Creative	5	4	3	2	1
Patient	5	4	3	2	1
Alert	5	4	3	2	1
Perfectionistic	5	4	3	2	1
Pessimistic	5	4	3	2	1
Logical; reasonable	5	4	3	2	1
Leadership qualities	5	4	3	2	1
Impulsive	5	4	3	2	1
Sensible	5	4	3	2	1
Generous	5	4	3	2	1
Sociable	5	4	3	2	1
Tactful	5	4	3	2	1
Rude	5	4	3	2	1
Deceitful	5	4	3	2	1
Considerate	5	4	3	2	1
Sincere	5	4	3	2	1
Forgetful	5	4	3	2	1
Kind	5	4	3	2	1
Inhibited	5	4	3	2	1
Restless	5	4	3	2	1
Possessive	5	4	3	2	1
Irritable	5	4	3	2	1
Loyal	5	4	3	2	1
Selfish	5	4	3	2	1
Thoughtful	5	4	3	2	1
Independent; self-governing	5	4	3	2	1
Emotionally mature	5	4	3	2	1

NOW ANSWER THE QUESTIONS THAT FOLLOW . . .

Assignment Sheet #4 (p. 3)

PART II--Self-evaluation

Directions: List your strengths and weaknesses on the lines provided.

STRENGTHS	WEAKNESSES

NOW DEVLEOP A PLAN OF ACTION . . .

Assignment Sheet #4 (p. 4)

PART III--Plan-of-action

Directions: List each trait that you would like to improve and describe ways that you plan to go about making progress toward improvement.

TRAIT	PLAN TO IMPROVE MY PERSONALITY

HUMAN RELATIONS

ASSIGNMENT SHEET #5--HUMAN RELATIONS REVIEW

PART I--Matching

Directions: Choose the term that best fits the statement. Write the correct number in the blank.

_____ a. Accept changes without complaint

_____ b. Give truthful information

_____ c. Be yourself

_____ d. Show that you can be trusted

_____ e. Avoid saying things that might hurt feelings

_____ f. The total of all your traits and attitudes

_____ g. Do your part in group work

_____ h. Accept constructive criticism

_____ i. Learn to work on your own

_____ j. Do more than your share when time permits

_____ k. Be punctual and regular in attendance

_____ l. Feel that you have done your best

1. Honesty
2. Personality
3. Adaptability
4. Enthusiasm
5. Loyalty
6. Initiative
7. Cooperation
8. Self-confidence
9. Naturalness
10. Dependability
11. Tact
12. Self-control

GO ON TO NEXT PAGE . . . .

Assignment Sheet #5 (p. 2)

PART II--What personality trait is each person missing?

Directions: Read the following statements and determine which personality trait each person is missing. Write the correct numbers in the blanks.

_____ a. Mary comes to work late all the time

_____ b. Jane gets angry when errors are pointed out

_____ c. Victor often contradicts others

_____ d. Ted gossips about confidential information

_____ e. Sarah never helps anyone

TRAIT

1. Tact
2. Loyalty
3. Dependability
4. Cooperation
5. Self-control

PART III--What points do you feel were the most important in this module?

Directions: List at least three points. Write a short paragraph on each.

A. ______________________________

B. ______________________________

C. ______________________________

CASHIER/CHECKER

CC-E3

MAINTAINING GOOD CUSTOMER RELATIONS

INTRODUCTION Good customer relations are essential to all successful businesses. As a cashier/checker, you will help your store keep customers' goodwill and repeat business if you provide efficient, polite, and accurate service. You may be the only store employee who will be in personal contact with customers. This module will help you learn how to maintain good customer relations.

DIRECTIONS Read the objectives below. If you think that you are already able to perform these tasks, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE Given written assignment sheets on maintaining good customer relations, answer with 85 percent accuracy.

LEARNING ACTIVITIES

1. Read Information Sheet, Answering Customer Inquiries. (Pages 3 and 4)

   (or) ______________________________

2. Check your knowledge by completing Assignment Sheet #1, Answering Customer Inquiries. (Page 5)

3. Read Information Sheet, Recording Customer's Requests for Merchandise. (Pages 6 and 7)

   (or) ______________________________

4. Check your knowledge by completing Assignment Sheet #2, Complete Customer Request for Merchandise. (Pages 8 and 9)

5. Read Information Sheet, Adjusting Customer's Complaints. (Page 10)

   (or) ______________________________

6. Check your knowledge by completing Assignment Sheet #3, Adjusting Customer's Complaints. (Page 11)

7. Read Information Sheet, Proper Store Authority for Complaints. (Page 12)

   (or) ______________________________

8. Check your knowledge completing Assignment Sheet #4, Proper Store Authority for Complaints. (Page 13)

9. Check your knowledge by completing Assignment Sheet #5, Maintaining Good Customer Relations. (Pages 14 and 15)

10. Turn in completed LAP to your instructor.

INFORMATION SHEET

ANSWERING CUSTOMER INQUIRIES

As a cashier/checker you may be the only store employee who will be in direct contact with customers. Therefore, you may have to answer questions concerning many varied subjects.

PART I--Customer inquiries

A. Types of inquiries

  1. Store policy

  2. Products

  3. Location of specific merchandise

B. Steps to follow when faced with a customer inquiry

  (NOTE: If you are able to assist the customer, you will be doing a service for your store by maintaining good customer relations.)

  1. Listen courteously to the customer's inquiry

  2. Do not ignore the question

  3. Answer the inquiry or refer the customer to a store employee who can answer it

PART II--General rules for answering inquiring

A. Be courteous

B. Show interest in the customer's problem

C. Treat the customer with respect

  (NOTE: Follow these guidelines regardless of the type of inquiry you get from the customer. Most people would not take the time to make inquiries unless they needed help.)

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

PART III--Typical inquiries and suggested responses

A. Product

1. "Are these doughnuts fresh?"

2. Answer the customer courteously and truthfully. Customers appreciate the truth and will usually buy enough products to more than make up for the sale lost if they decide not to buy that particular product.

B. Location of specific merchandise

1. "Where can I find the dish detergent you have on sale?"

2. If the aisles are numbered or lettered, refer to the number or letter in your directions. If you think the customer needs additional help in finding the product, go with the customer or have another employee help him or her find the product.

C. Policy

1. "Do you cash checks?"

2. Explain store policy for cashing checks. If the customer gets upset or has an involved question, refer the customer to the store manager.

D. Product/Policy/Location

1. "I was unable to locate the Sudsy Bubble Bath. Do you sell it anymore?"

2. If your store no longer carries a particular product, suggest a substitute. If the customer does not want to purchase the substitute, offer to order the product. If he or she wishes this done, complete a customer's request form for merchandise, and have the customer sign it.

MAINTAINING GOOD CUSTOMER RELATIONS

ASSIGNMENT SHEET #1--ANSWERING CUSTOMER INQUIRIES

Directions: Read each of the following inquiries and write the response you would give to the customer. After you have finished, check your responses with the ones given on the Information Sheet.

A. "Are these pies fresh?" ____________________

____

____

____

____

B. "Where can I find that Nobark Dog Food that's on sale?" ____________________

____

____

____

____

C. "Doesn't your store sell Delete Dandruff Shampoo?" ____________________

____

____

____

____

D. "Will you take a check?" ____________________

____

____

____

____

INFORMATION SHEET

RECORDING CUSTOMERS' REQUESTS FOR MERCHANDISE

PART I--Situations when a customer may request a product

A. When the item is not stocked by the store

B. When the item has been sold out

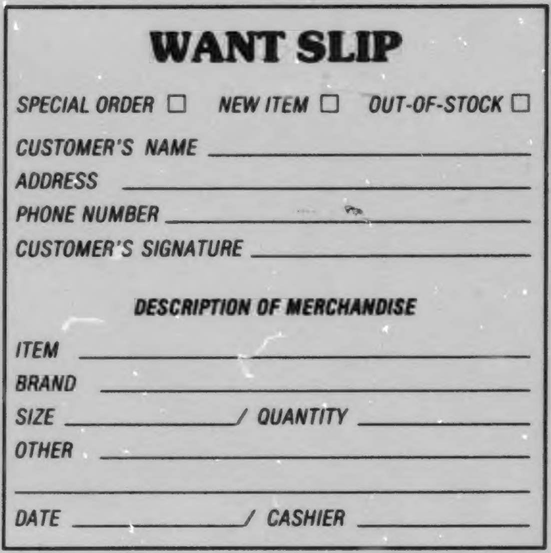
PART II--Steps to follow when a customer requests a product

A. Obtain a form for ordering merchandise (Figure 1)

(NOTE: These forms are commonly called "want slips.")

EXAMPLE:

FIGURE 1



WANT SLIP

SPECIAL ORDER ☐ *NEW ITEM* ☐ *OUT-OF-STOCK* ☐

CUSTOMER'S NAME ____________________

ADDRESS ____________________

PHONE NUMBER ____________________

CUSTOMER'S SIGNATURE ____________________

DESCRIPTION OF MERCHANDISE

ITEM ____________________

BRAND ____________________

SIZE __________/ *QUANTITY* __________

OTHER ____________________

____

DATE __________/ *CASHIER* __________

B. Fill out the necessary information on the want slip

C. Have the customer sign the form

D. Follow your store's policy for turning in the order

CONTINUED ON THE NEXT PAGE . . .

PART III--Information contained on the want slip

A. Type of stock

EXAMPLES: New, out-of-stock, special order

B. Description of the merchandise

EXAMPLES: Name of item, brand name, size, quantity, other

(NOTE: "Other" is used to record any other important information such as the date by which customer needs the item.)

C. Special order information

EXAMPLES: Customer's name, address, phone number, and customer's signature

D. Date/cashier

(NOTE: This is the date want slip is completed, and the initials of cashier taking the request.)

MAINTAINING GOOD CUSTOMER RELATIONS

ASSIGNMENT SHEET #2--COMPLETE CUSTOMER REQUEST FOR MERCHANDISE

Directions: Use the information provided to complete three exercises in which customers request merchandise that is not available in the store. Complete the want slips provided next to each problem. Use today's date.

EXERCISE #1

Mrs. Marie Wilson, of 1190 University Road, needs a special type of green bean for a salad she is making for a party. She wants 10 number 2 cans of Valley Ripe Green Beans by next Wednesday. Mrs. Wilson's phone number is 555-6708.

WANT SLIP

SPECIAL ORDER ☐ *NEW ITEM* ☐ *OUT-OF-STOCK* ☐

CUSTOMER'S NAME ____________

ADDRESS ____________

PHONE NUMBER ____________

CUSTOMER'S SIGNATURE ____________

DESCRIPTION OF MERCHANDISE

ITEM ____________

BRAND ____________

SIZE ________ / *QUANTITY* ________

OTHER ____________

____

DATE ________ / *CASHIER* ________

EXERCISE #2

Mr. Donald Adams would like to see your store carry a new brand of after shave called "After Fresh." Mr. Adams lives at 1402 W. Walker and his phone number is 555-7799.

WANT SLIP

SPECIAL ORDER ☐ *NEW ITEM* ☐ *OUT-OF-STOCK* ☐

CUSTOMER'S NAME ____________

ADDRESS ____________

PHONE NUMBER ____________

CUSTOMER'S SIGNATURE ____________

DESCRIPTION OF MERCHANDISE

ITEM ____________

BRAND ____________

SIZE ________ / *QUANTITY* ________

OTHER ____________

____

DATE ________ / *CASHIER* ________

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #2 (p. 2)

EXERCISE #3

Ms. Sally Salinski is rather unhappy that your store is out of her favorite cleaning solution, "Clean-er-Up." She lives at 6502 Nottingham Drive and her phone number is 555-7774.

WANT SLIP

SPECIAL ORDER ☐ NEW ITEM ☐ OUT-OF-STOCK ☐

CUSTOMER'S NAME ____________________

ADDRESS ____________________

PHONE NUMBER ____________________

CUSTOMER'S SIGNATURE ____________________

DESCRIPTION OF MERCHANDISE

ITEM ____________________

BRAND ____________________

SIZE __________/ QUANTITY __________

OTHER ____________________

____

DATE __________/ CASHIER __________

INFORMATION SHEET

ADJUSTING CUSTOMER'S COMPLAINTS

PART I--Things to remember in settling complaints

A. Be courteous in every situation

(NOTE: Listen without interrupting and do not be defensive. Most complaints made by customers are justified. Even when they are not, you should treat the customer in a courteous manner.)

B. Show genuine interest in the customer and his or her complaint

(NOTE: Let the customer know that the complaint is important. Agree that he or she has a right to complain; however, do not downgrade employees. This would be unethical.)

C. Settle the complaint immediately in order to satisfy the customer

(NOTE: If you are unable to correct the situation, refer the customer to someone else who can.)

PART II--Typical complaints and suggested responses

A. Ringing up an order

1. "You rang up the wrong price."
2. If you did ring up the wrong price, apologize to the customer and explain the procedure you will take in correcting it. If you did not ring up the wrong price, courteously explain to the customer that the price is correct while showing the price on the product.

B. Condition of the store

1. "There's something spilled on the floor."
2. Thank the customer for telling you and immediately call the condition to the attention of another employee who can go and remedy the situation.

C. Poor product

1. "The tomatoes I bought here last time were bruised."
2. Apologize to the customer and explain that you will place the tomatoes in the top of the bag so that they will not get bruised this time.

MAINTAINING GOOD CUSTOMER RELATIONS

ASSIGNMENT SHEET #3--ADJUSTING CUSTOMER'S COMPLAINTS

Directions: Read the complaints listed below. Have another student act as the customer while you play the role of the cashier/checker, or you can write a description of the way you would handle each complaint. Write your responses in the spaces provided.

A. "Why is this line so slow?"

B. "Isnt't that the wrong amount for that product?"

C. "Where is my bottle refund?"

D. "Can't you do something about that broken jar back there on the floor?"

E. "My potato chips were all smashed the last time I shopped here."

INFORMATION SHEET

PROPER STORE AUTHORITY FOR COMPLAINTS

In some stores, all complaints are referred to the manager, regardless of the type of complaint. This happens rarely, however, and you should be ready to answer some complaints made by customers. There may be times that no matter how hard you try, you simply cannot satisfy a complaining customer. You should refer this type of customer to someone in authority who can do something about the customer's problem.

The nature of the complaint will determine the person to whom you refer the customer. For instance, if there is a complaint about some produce, you would refer the customer to the produce department manager; if something is wrong with the meat, you would refer him to the meat department manager.

Although this is a general rule, remember to check your store policy on handling complaints. Be sure to remember these rules:

A. Never argue with a customer

(NOTE: Arguing only causes more complaints.)

B. If there is a complaint that you cannot handle without upsetting the customer, refer him or her to someone in authority at once

C. Always thank the customer for his or her concern and invite the customer back to your store again

MAINTAINING GOOD CUSTOMER RELATIONS

ASSIGNMENT SHEET #4--PROPER STORE AUTHORITY FOR COMPLAINTS

Directions: Read the following complaints. Determine if you would handle the complaint yourself, or refer the customer to someone else. Write your reasons for your choice in the appropriate place.

A. "The chicken I got here last week spoiled overnight in my refrigerator."

1. I would refer this customer to: ______________________

____

2. I would handle the situation myself: ______________________

____

B. "Why don't you sell Sal's Tuna Salad here anymore?"

1. I would refer this customer to: ______________________

____

2. I would handle the situation myself: ______________________

____

C. "Half of the potatoes in the bag I bought last week were rotten."

1. I would refer this customer to: ______________________

____

2. I would handle the situation myself: ______________________

____

D. "I waited ten minutes to get into your parking lot just now."

1. I would refer this customer to: ______________________

____

2. I would handle the situation myself: ______________________

____

MAINTAINING GOOD CUSTOMER RELATIONS

ASSIGNMENT SHEET #5--MAINTAINING GOOD CUSTOMER RELATIONS

Directions: Complete the following exercises relating to your responsibilities as a cashier/checker.

A. Describe how you should correctly and courteously:

1. Greet your customer--______________________

____

____

2. Offer to help a customer who is looking for an item--______________________

____

____

3. Satisfy a customer who wants an out-of-stock special--______________________

____

____

4. Thank the customer--______________________

____

____

B. Describe how you, as a cashier/checker, would handle the problem of a long line for checking out during a rush.

____

____

____

____

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #5 (p. 2)

C. List four phrases that can make the customer comfortable.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

D. Tell how you would handle each of the following "unhappy customers."

1. A customer returns a gallon of soured milk--____________________

2. The bottom of a bag falls out, allowing groceries to fall and break--

3. A customer becomes unhappy because of having to wait in a long line--

4. A customer becomes upset when seeing an item was overcharged--____________________

CASHIER/CHECKER

CC-F1

STOCKING MERCHANDISE

INTRODUCTION

As a retail store cashier/checker, you may have to price-mark, change prices, and stock merchandise. This usually involves merchandise such as candy, tobacco products, magazines, records, and other items which are displayed near the check-out area. To do these activities, you need to be able to use a case cutter safely, open cartons without damaging merchandise, price-mark merchandise clearly and accurately, change prices on previously stocked items, and stock merchandise. The learning activities in this module are designed to help you learn how to do these tasks.

DIRECTIONS

Read the objectives below. If you think that you are already able to perform these tasks, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

(1) Given merchandise, a price list, and price-marking tools and supplies, price-mark the items of merchandise.

(2) Provided merchandise which is price-marked, a price-change list, and the necessary tools and equipment, change the prices on all the items to agree with those on the price-change list.

(3) Provided merchandise, racks or shelves, and stocking equipment, stock all of the items on the racks or shelves.

LEARNING ACTIVITIES

1. Read Information Sheet, Opening Cartons or Cases. (Pages 3 through 5)

   (or)____

2. Check your knowledge by completing Assignment Sheet #1, Opening Cartons or Cases. (Page 6)

3. Read Information Sheet, Proper Price-Marking. (Pages 7 through 11)

   (or)____

4. Check your knowledge by completing Assignment Sheet #2, Proper Price-Marking. (Pages 12 and 13)

5. Read Information Sheet, Changing Prices on Merchandise. (Pages 14 and 15)

   (or)____

6. Check your knowledge by completing Assignment Sheet #3, Changing Prices on Merchandise. (Pages 16 and 17)

7. Read Information Sheet, Stocking Shelves and Racks. (Pages 18 through 20)

   (or)____

8. Check your knowledge by completing Assignment Sheet #4, Stocking Shelves and Racks. (Pages 21 and 22)

9. Turn in completed LAP to your instructor.

INFORMATION SHEET

OPENING CARTONS OR CASES

PART I--Steps in opening a two layer case

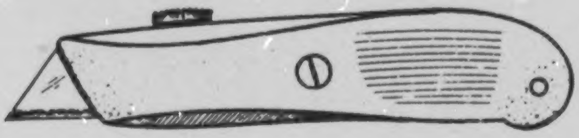
(CAUTION: Be sure the blade is sharp. A dull blade can slip out of the case being cut and cut you.)

A. Adjust the case-cutter blade to the thickness of the carton or case being opened (Figure 1)

(NOTE: A case cutter is a metal holder containing a blade that can be adjusted to fit the thickness of the carton or case. Your instructor will demonstrate how to use a case cutter safely.)

EXAMPLE:

FIGURE 1



B. Always cut away from yourself

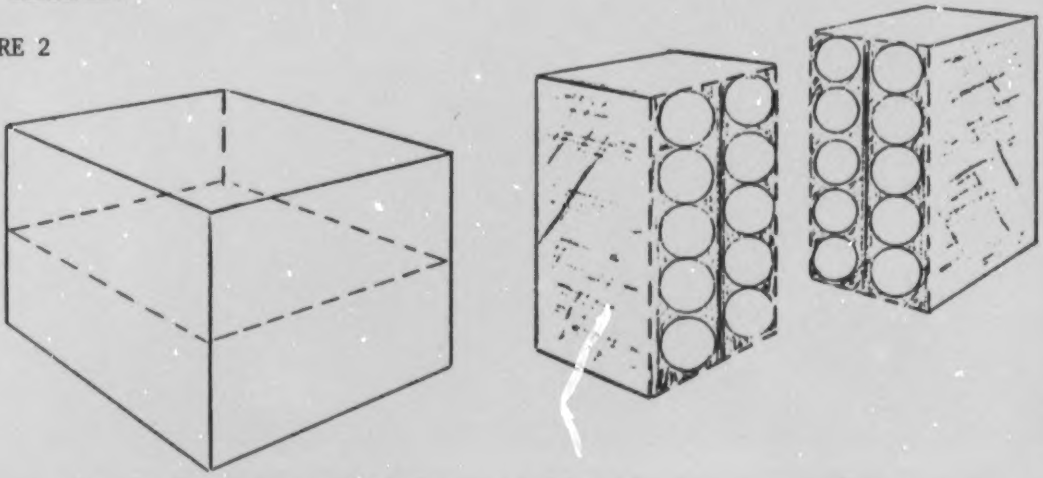
C. Cut the full length of each of the four sides halfway between the top and bottom, turning the case after each cut

D. Turn the case on its side and split it open (Figure 2)

(NOTE: This exposes all merchandise for price-marking.)

EXAMPLE:

FIGURE 2



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Information Sheet (p. 2)

PART II--Steps in cutting a one-layered case

(CAUTION: Be sure the blade is sharp. A dull blade can slip out of the case being cut and cut you.)

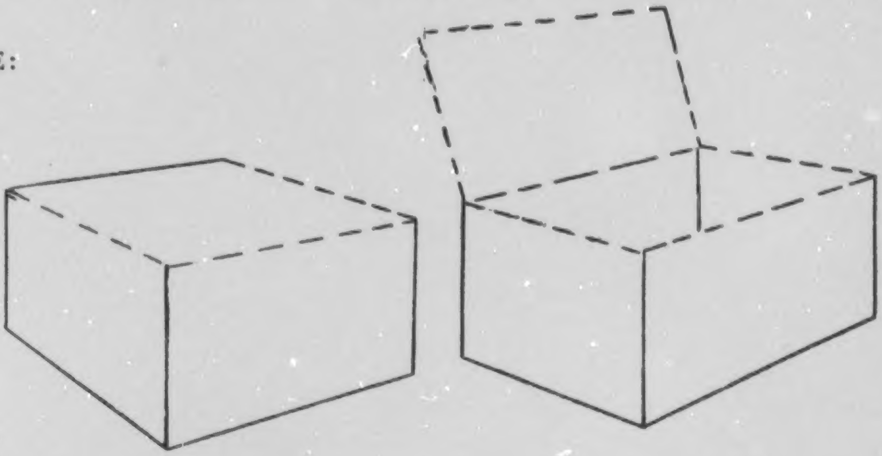
A. Adjust the case-cutter blade to the thickness of the carton or case

B. Cut around the lid on three sides, beginning on the side farthest from yourself (Figure 3)

C. Pull the lid up and cut the fourth side from the inside of the top (Figure 3)

EXAMPLE:

FIGURE 3



PART III--Steps in opening boxed products

(CAUTION: Be sure the blade is sharp. A dull blade can slip out of the case being cut and cut you.)

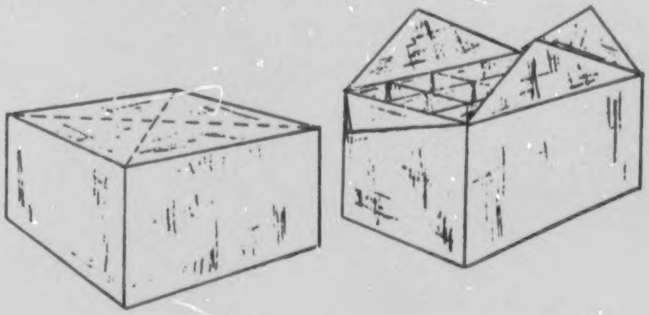
A. Adjust the case-cutter blade to the thickness of the carton or case

B. Cut an "X" on the top of the carton (Figure 4)

C. Pull back the cut flaps for price-marking and removing products (Figure 4)

EXAMPLE:

FIGURE 4



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Information Sheet (p. 3)

PART IV--Steps in opening cartons for display stacks.

(CAUTION: Be sure the blade is sharp. A dull blade can slip out of the case being cut and cut you.)

A. Adjust the case-cutter blade to the thickness of the carton or case

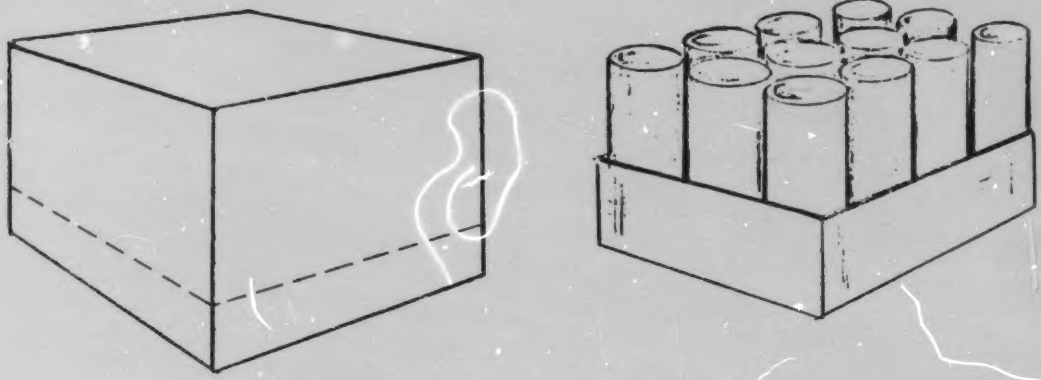
B. Cut the carton one-fourth of the way up from the bottom on each side (Figure 5)

C. Remove the top (Figure 5)

(NOTE: Now you have formed a tray that can be stacked for display after the merchandise has been price-marked.)

EXAMPLE:

FIGURE 5



STOCKING MERCHANDISE

ASSIGNMENT SHEET #1 -- OPENING CARTONS OR CASES

Directions: Match the following situations with the proper cutting procedures. Write the correct numbers in the blanks.

A. Cut the case halfway between the bottom and top on all four sides __________

B. The top of the case is cut off __________

C. An "X" is cut on the top of the case __________

D. The case is cut about one-fourth of the way up from the bottom on all for sides __________

1. Case contains boxed products
2. Case contains two layers of cans
3. Case contains one layer of bottles or cans
4. Case contains one layer of products to be displayed in case

INFORMATION SHEET

PROPER PRICE-MARKING

PART I--Facts about price-marking

A. Price-marking is a procedure used to give everyone information about prices of merchandise

EXAMPLES: Cashier/checker, store owner or manager, customers, stock clerks

B. Incorrect price-marking can cause money losses and time delays

C. Incorrect price-marking can cause inconvenience and angry customers

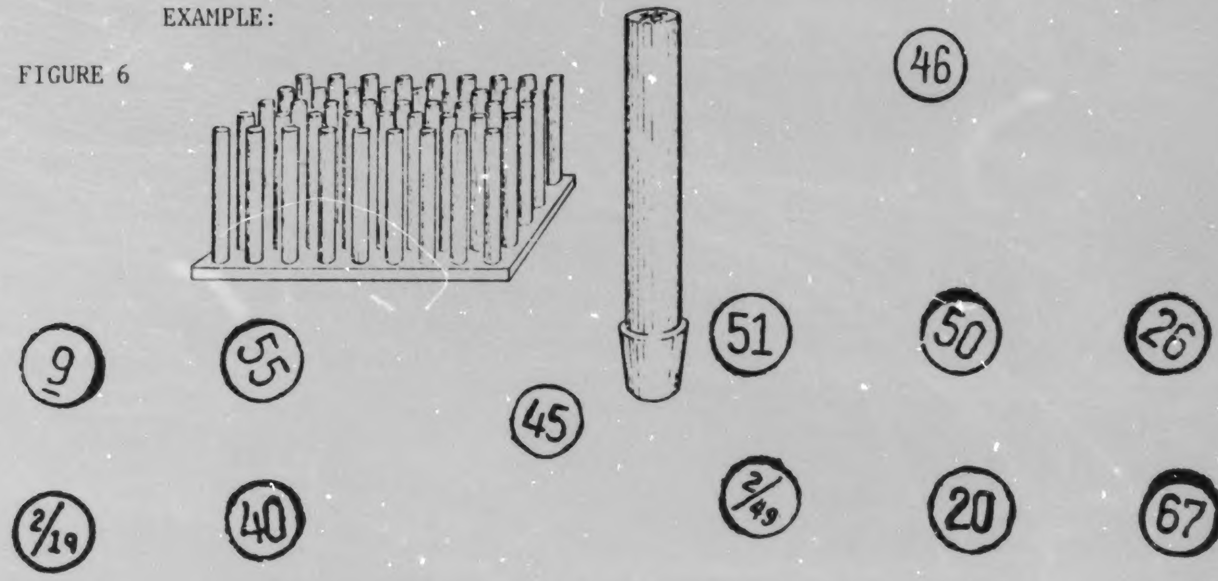
PART II--Types of price-markers used in stores

A. Stick stamp (Figure 6)

1. A set of individual rubber stamps that are mounted on a handle
2. Usually contains prices from 1¢ to 99¢
3. Each stamp makes only one price
4. Set contains single and frequently-used multiple-price figures and a special stamp for blocking out prices in price changes
5. Stamp makes a clear price-mark when used with a well-inked pad

EXAMPLE:

FIGURE 6



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Information Sheet (p. 2)

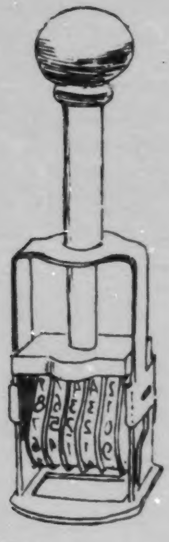
B. Band stamp (Figure 7)

(NOTE: This stamp is also known as a "Garvy.")

1. Price-marker that has rubber figures and images mounted on changeable bands
2. Produces prices that are easily read when used with well-inked pad
3. Used when many hard goods, such as cans, are being stocked with different prices

EXAMPLE:

FIGURE 7



CONTINUED ON THE NEXT PAGE . . .

C. Label gun (Figure 8)

1. Price-marker that placed adhesive-backed price labels on merchandise

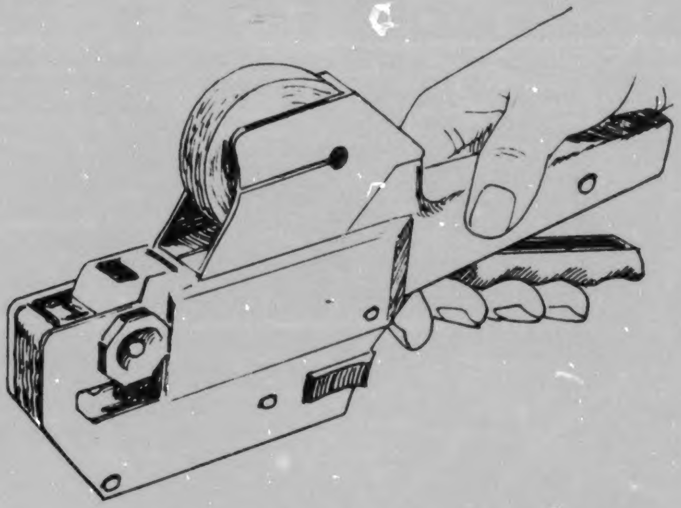
2. Produces price marks that are easily read when used with a well-inked pad

3. Used for price-marking soft goods, such as produce and plastic bags, or cardboard containers

4. Has adjustable bands

EXAMPLE:

FIGURE 8



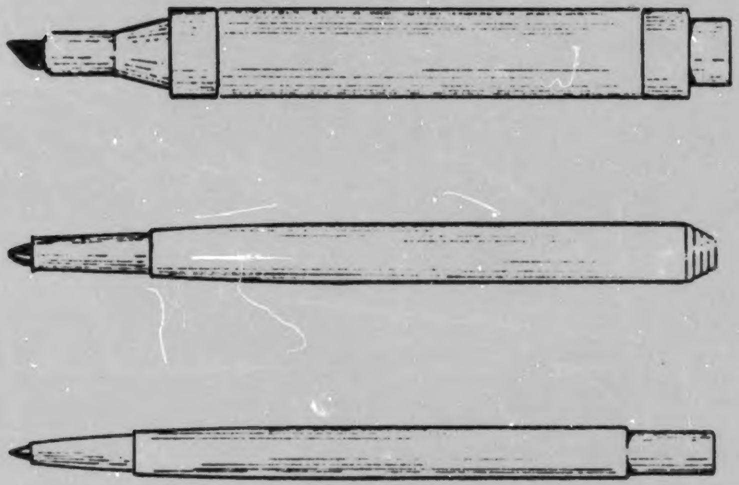
CONTINUED ON THE NEXT PAGE . . .

D. Felt tip marker (Figure 9)

1. Pen with a felt tip that has ink supply stored in handle
2. Used primarily for pricing soft goods and for making price changes
3. Generally used only when a few items are to be marked

EXAMPLE:

FIGURE 9



CONTINUED ON THE NEXT PAGE . . .

PART III--Some suggestions for price-marking

(NOTE: Some products are pre-priced and need not be price-marked.)

A. Check ink supply before marking prices

(NOTE: A short supply of ink causes dim printing and incomplete price-marks; excess ink may cause the price to smear.)

B. Check tip of marker for cleanliness

C. Place prices on permanent sections of the merchandise container

(NOTE: Plastic lids may fall off.)

D. Make clear, readable price-marks on items in locations where they will not be rubbed off

E. Be organized and avoid skipping around when price-marking

(NOTE: Disorganization wastes time, and you may forget to mark some items.)

STOCKING MERCHANDISE

ASSIGNMENT SHEET #2--PROPER PRICE-MARKING

PART I--Questions

Directions: Complete the following statements by filling in the blanks with the proper word or phrase.

A. The four main things that improper price-marking cause are

1. ______
2. ______
3. ______
4. ______

B. The four kinds of price-markers are

1. ______
2. ______
3. ______
4. ______

C. The marker that will mark only one price is the ______

D. The marker that can be set for many different prices is the

______

E. The set-price stamps contain three types of stamps. These are

1. ______
2. ______
3. ______

F. The four most common spots on the products on which to mark the price is

1. ______
2. ______
3. ______
4. ______

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #2 (p. 2)

PART II--Exercises

Directions: Using the items provided by your instructor, the price list, and the price-marking equipment in your classroom, price-mark the items in the proper way.

(NOTE: Check with your instructor for specific items to be marked.)

INFORMATION SHEET

CHANGING PRICES ON MERCHANDISE

Because the prices of items may change, you may have to change the price-marks on items stocked in your store. In order to do this, you must know what equipment is needed and how to change the price-mark properly.

PART I--Tools and equipment

A. Price-change sheet

B. Cart

C. Rags

D. Shelf tags

E. Solvent (either quart can or applicator tube)

F. Stick stamp set

G. Band stamp

H. Gummed labels and label gun

I. Magic marker

J. Pencil

PART II--Steps to follow in the standard price-changing method

A. Assemble tools and equipment

B. Locate the correct product on the shelves

C. Remove the product from the shelves and place it on the cart

D. Clean the shelves

E. Change the shelf tags

F. Remove old price

(NOTE: This is done by using solvent and a rag to remove prices from metal, cello, plastic, foil, and waxed paper; or by using a solvent applicator tube to remove prices from enamel lids on jars.)

CONTINUED ON THE NEXT PAGE . . .

Information Sheet (p. 2)

1. Nonporous items

   EXAMPLES: Cans, plastic containers

   a. Wet the old price with solvent

   b. Wait a few seconds for solvent to soak into ink

      (NOTE: Keep old price wet at all times.)

   c. Wipe off solvent

2. Porous items

   EXAMPLES: Cardboard, cloth, other paper containers

   a. Use special stamp in stick stamp set that covers the old price with a large dot

   b. Stamp new price on the correct number of gummed labels with either label gun or band stamp

   c. Place labels over old price mark that has been dotted out

G. Imprint new price

(NOTE: Imprinting the new price for prices under 99¢ is done by using either a stick stamp, regular split-priced figures, gummed labels, or a label gun. For prices that are $1.00 or more, use a band stamp and odd split-price figures.)

H. Replace and rotate product

(NOTE: Stock rotation is the process of putting additional items on the shelf in the back and moving the items that were on the shelf before to the front.)

I. Cross off and initial price change on the price-change sheet

(NOTE: Initialing the price-change sheet lets the manager know that you are responsible for changing prices on that particular item. It also helps you to keep straight what has and has not been changed.)

STOCKING MERCHANDISE

ASSIGNMENT SHEET #3--CHANGING PRICES ON MERCHANDISE

Directions: Complete the following exercises.

PART I--Questions

A. When you are asked to change the price on some merchandise, the equipment you need to obtain is

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

B. Arrange in order the steps in changing prices on merchandise. Write a "1" before the first step, a "2" before the second step, and so on.

______ 1. Change shelf tab

______ 2. Cross off and initial price change on price-change sheet

______ 3. Clean shelf

______ 4. Remove old price

______ 5. Identify correct product

______ 6. Replace and rotate product

______ 7. Remove product from shelf

______ 8. Imprint new price

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #3 (p. 2)

C. Solvent is used on nonporous items to remove price marks. To remove price marks from other items, the piece of equipment used is the

____.

D. List in order the steps in changing price marks on nonporous materials.

1. ____
2. ____
3. ____

E. List in order the steps in changing price marks on porous materials.

1. ____
2. ____
3. ____

INFORMATION SHEET

STOCKING SHELVES AND RACKS

Having the right amount of merchandise on the shelves at the right time is essential for maximum sales. When shelves are kept well stocked and nothing "runs out," sales may increase by 20 percent or more.

A. Open the cartons and price-mark the items

(NOTE: It is only necessary to price-mark the items if they are not price-marked on the selling floor.)

B. Transport cartons to the shelves and racks

(NOTE: Transportation of cartons can be done in several ways, depending on the quantity and weight of the items being stocked.)

1. Six-wheel truck
2. Pallet

   (NOTE: A pallet is a wooden frame that must be moved with a jack or forklift.)

3. Skid

   (NOTE: A skid works like a wheelbarrow, with wheels on one end and support on the other.)

4. Grocery cart

C. Find the proper shelf for the product

(NOTE: Be sure to match the product with the correct item on the shelf. Do not mix items of one brand name with different brands or different items.)

1. Match products
2. Match brand names

CONTINUED ON THE NEXT PAGE . . .

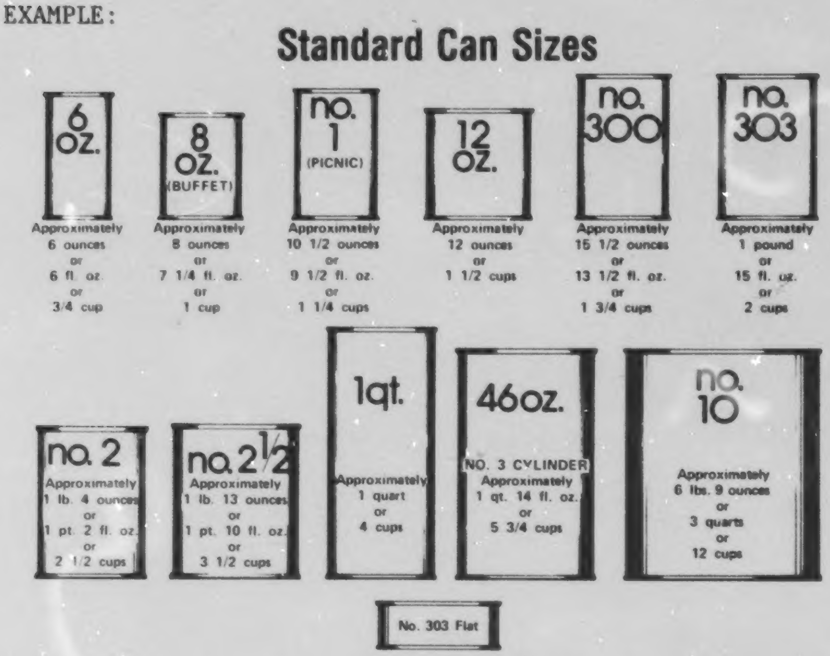
Information Sheet (p. 2)

3. Match sizes (Figure 10)

(NOTE: The size can be judged in one of two ways: check the weight of the product by reading the label, or compare the size of the cans or boxes with those already on the shelf.)

EXAMPLE:

FIGURE 10


Standard Can Sizes
6 oz.
Approximately 6 ounces or 6 fl. oz. or 3/4 cup
8 oz. (BUFFET)
Approximately 8 ounces or 7 1/4 fl. oz. or 1 cup
no. 1 (PICNIC)
Approximately 10 1/2 ounces or 9 1/2 fl. oz. or 1 1/4 cups
12 oz.
Approximately 12 ounces or 1 1/2 cups
no. 300
Approximately 15 1/2 ounces or 13 1/2 fl. oz. or 1 3/4 cups
no. 303
Approximately 1 pound or 15 fl. oz. or 2 cups
no. 2
Approximately 1 lb. 4 ounces or 1 pt. 2 fl. oz. or 2 1/2 cups
no. 2 1/2
Approximately 1 lb. 13 ounces or 1 pt. 10 fl. oz. or 3 1/2 cups
1qt.
Approximately 1 quart or 4 cups
46oz.
NO. 3 CYLINDER
Approximately 1 qt. 14 fl. oz. or 5 3/4 cups
no. 10
Approximately 6 lbs. 9 ounces or 3 quarts or 12 cups
No. 303 Flat

D. Determine how many rows of the product you need to stock

(NOTE: The number of items needing to be stocked is sometimes called "allocation." Check your store's policy on how many items are to be stocked.)

EXAMPLES: 1. Check the small number beneath the price on the shelf tag.

2. Check the strip of paper or tape on the back of the shelf.

E. Check items to be certain the prices agree

(NOTE: Price on the merchandise on the shelf should be the same as the price on the merchandise you are about to stock, and the same as the price on the shelf tag.)

F. Clean shelves before stocking merchandise

1. If shelves are just dusty, a cloth is used to dust them

CONTINUED ON THE NEXT PAGE . . .

2. If shelves are dirty, merchandise already there should be removed and the shelf washed with a cleaning agent

G. Place cartons in an easily accessible place

1. If you are filling a bottom shelf, the carton should be placed on the floor

2. If you are filling a top or middle shelf and the carton is not too heavy, the carton should be balanced on a shelf near the one you are stocking

(CAUTION: Never balance a carton on a cart handle or anything that will topple over.)

(NOTE: By using both hands to stock, you can get finished much more quickly.)

H. As you place the items on the shelf, place the labels to the front

(NOTE: Placing the labels in front is sometimes called "fronting.")

I. Tear down carton when it is empty

(NOTE: A torn-down carton takes up less room on the selling floor and enables you to remove it more easily when you are completely finished restocking. Torn down cartons are sometimes called "salvage.")

J. Pay attention to the little things

1. If you find a loose lable, mend it with clear tape

2. If you find dented and swollen cans or torn boxes and bags, remove them from the selling floor

3. If you find out-dated items, remove them from the selling floor

4. If you find misplaced items, put them back in their proper places

K. Remove all equipment, left-over cases, and salvage immediately after you have completed your stocking job

1. Salvage left in the isles can present a hazard for the customers

2. Throw all salvage into proper waste collectors

STOCKING MERCHANDISE

ASSIGNMENT SHEET #4--STOCKING SHELVES AND RACKS

PART I--Questions

Directions: Complete the following statements by filling in the blanks with the proper word or phrase.

A. Keeping the shelves and racks properly stocked increases sales by at least _______________ percent.

B. Four types of equipment that might be used in transporting stock to the selling floor are

1. ____
2. ____
3. ____
4. ____

C. Three things that should be checked before an item is placed on the shelf are

1. ____
2. ____
3. ____

D. The word sometimes used in referring to the number of rows to be stocked is

____.

E. The two most common ways of knowing how many rows of an item are to be stocked are

1. ____
2. ____

F. Prices should agree on what three things?

1. ____
2. ____
3. ____

CONTINUED ON THE NEXT PAGE . . .

Assignment Sheet #4 (p. 2)

G. A torn-down case is called ______________________________________.

PART II--Exercises

Directions: Given merchandise provided by your instructor, stock the shelves in your classroom in the proper manner.

A. Remove merchandise as directed by your instructor

B. Clean the shelf

C. Check prices on merchandise

D. Mark any items with missing or incorrect prices

E. Restock merchandise, fronting items to ensure neat appearance

CASHIER/CHECKER

CC-F2

PLACING SIGNS ON DISPLAYS

INTRODUCTION

Cashier/checkers are often called upon to place signs on merchandise displays. If the signs are carelessly made or improperly placed, a great deal of time and energy will be wasted. This module will help you learn how to place signs--the silent sales aids--so that they will be a vital part of the display.

DIRECTIONS

Read the objective below. If you think that you are already able to perform this task, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module, and go through them in the order in which they are listed.

OBJECTIVE

Provided both window and interior signs, space for placing the signs, and supplies needed for putting them up, place the signs in appropriate locations.

LEARNING ACTIVITIES

---

1. Read Information Sheet, Checking Signs. (Page 3)

   (or) ______________________________

2. Check your knowledge by completing Assignment Sheet #1, Proper Signs. (Page 4)

   (or) ______________________________

3. Read Information Sheet, Placing Signs in Windows. (Page 7)

   (or) ______________________________

4. Check your knowledge by completing Assignment Sheet #2, Placing Signs in Windows. (Page 8)

5. Turn in completed LAP to instructor.

INFORMATION SHEET

CHECKING SIGNS

As a cashier/checker, you will often place signs on displays and near merchandise that is stocked on shelves in the store. Before placing the signs, you should examine them to see that each one meets the following qualifications.

Qualifications of signs for merchandise displays

A. All of the words on the sign are spelled correctly

B. All of the words on the sign will be understood by the customers

C. The prices on the sign are correct and easily read

D. The sign is clean and pleasing to the eye

E. All of the information on the sign is correct

F. The sign is neatly lettered and easy to read

PLACING SIGNS ON DISPLAY

ASSIGNMENT SHEET #1--PROPER SIGNS

Directions: On the following pages are examples of signs that a cashier/checker was asked to place on displays and near merchandise stocked on shelves (Figures 1-13). Using the information that you learned from reading page 3, Checking Signs, write an "X" through the signs that you would not place in the store if you were the cashier/checker.

FIGURE 1

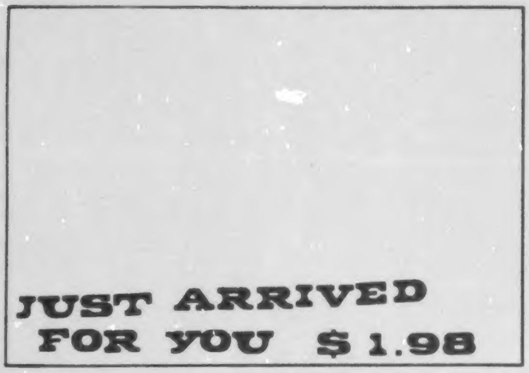

JUST ARRIVED
FOR YOU $ 1.98

FIGURE 2

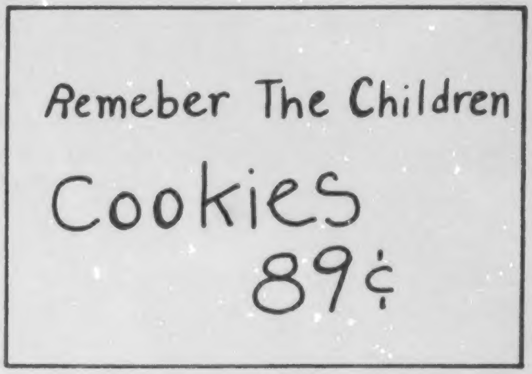

Remeber The Children
Cookies
89¢

FIGURE 3

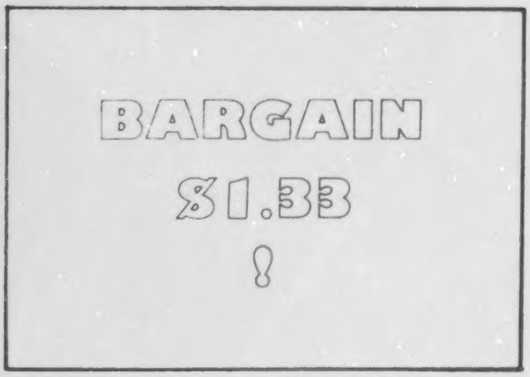
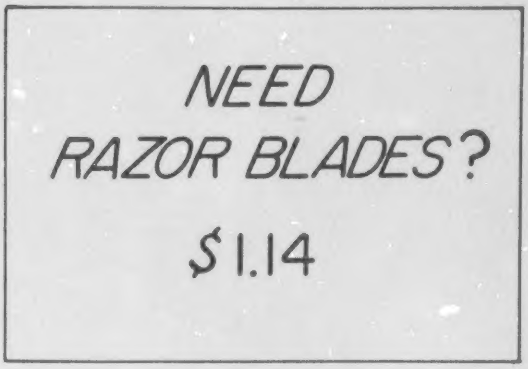

BARGAIN
$1.33
!

FIGURE 4


NEED
RAZOR BLADES?
$1.14

Assignment Sheet #1 (p. 2)

FIGURE 5

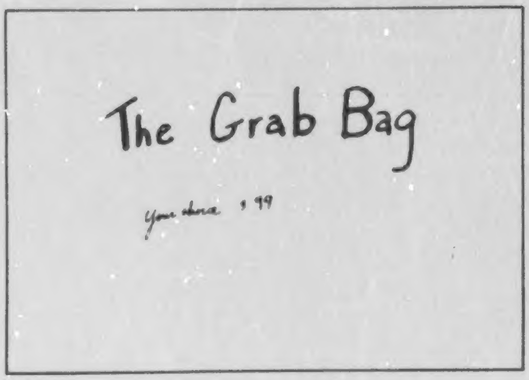

The Grab Bag
Your choice .99

FIGURE 6

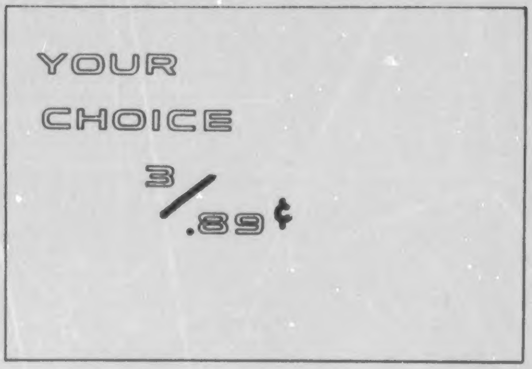

YOUR
CHOICE
3/.89¢

FIGURE 7

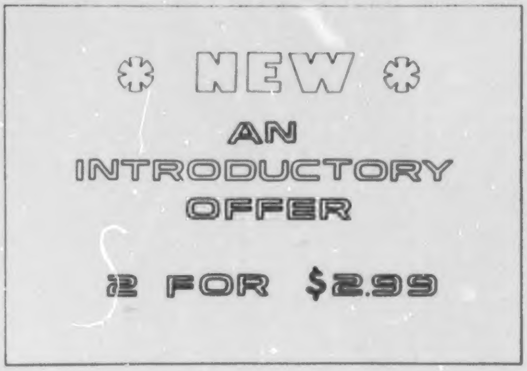

NEW
AN
INTRODUCTORY
OFFER
2 FOR $2.99

FIGURE 8

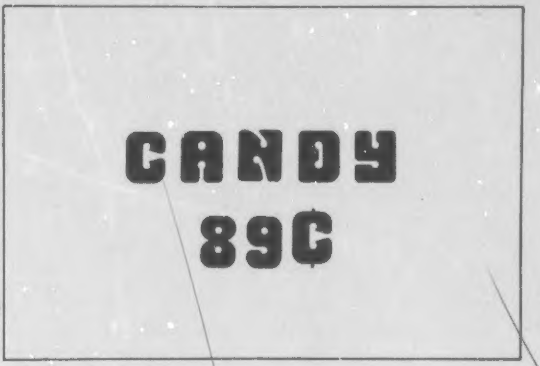


FIGURE 9

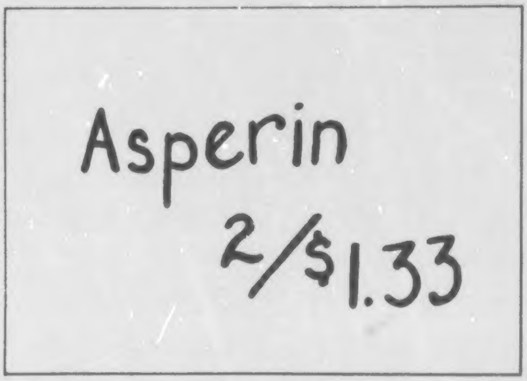
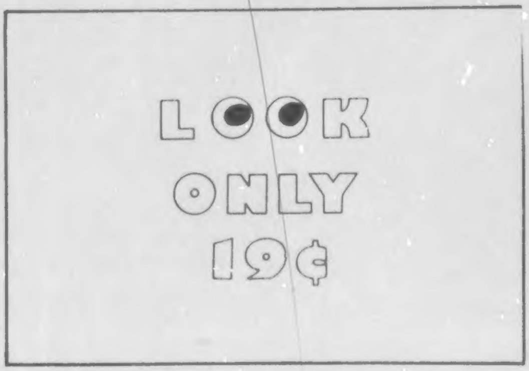

Asperin
2/$1.33

FIGURE 10


LOOK
ONLY
19¢

Assignment Sheet #1 (p. 3)

FIGURE 11

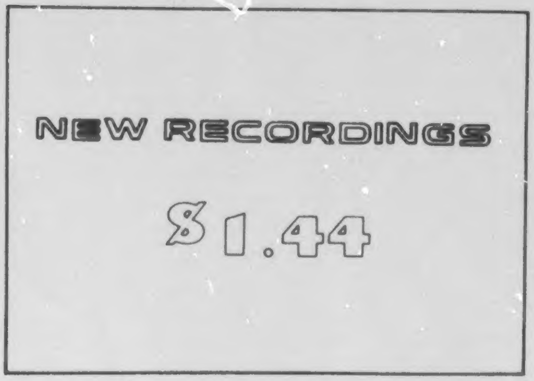

NEW RECORDINGS
$1.44

FIGURE 12

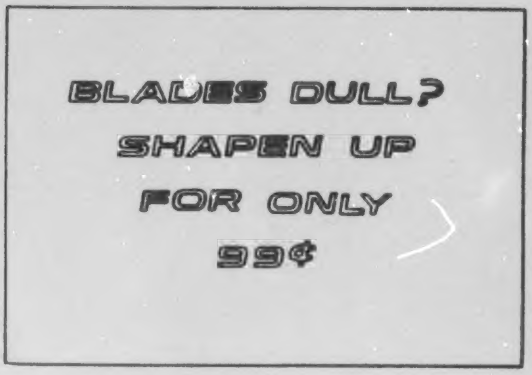
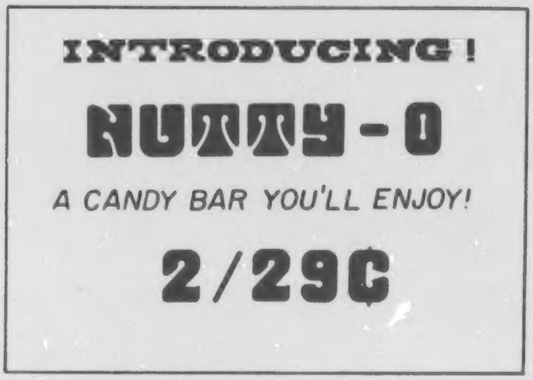

BLADES DULL?
SHAPEN UP
FOR ONLY
99¢

FIGURE 13


INTRODUCING!
NUTTY-O
A CANDY BAR YOU'LL ENJOY!
2/29¢

INFORMATION SHEET

PLACING SIGNS IN WINDOWS

Some stores place signs in their windows. As a cashier/checker, you may be asked to help do this. Some stores use many window signs, while others use only a few to publicize special sale items or special events, such as a store-wide sale.

Steps to follow for placing signs in windows

A. Use clear tape to fasten the sign to the window, unless you are making a frame around the sign

(NOTE: If a frame is desired, you can use colored tape to create this effect. Use enough tape so that the sign will not fall off of the window.)

B. Place the signs on the window so that there is space between each one; take care that signs do not overlap

C. Avoid putting too many signs in one place

D. If the sign advertises a special sale or a popular item, place it near the entrance so that it will catch the customer's eye as soon as he or she approaches the store

E. Place the sign at eye level for the average person

F. After placing the sign in the window, check to be certain that it is clean and that the tape is still holding

G. Check each sign to see that it has not become outdated

PLACING SIGNS IN WINDOWS

ASSIGNMENT SHEET #2--PLACING SIGNS IN WINDOWS

Directions: Using the signs provided by your instructor, place signs as you would in a store window; use one of the following fixtures as your store window.

A. Showcase in your classroom

B. Bulletin board in your classroom

C. Display window in your classroom

D. Other area designated by your instructor

CASHIER/CHECKER

CC-F3

ASSISTING WITH STORE SECURITY

INTRODUCTION

As a cashier/checker, you should always be aware of activities taking place around your area. Doing so will assist with assuring good store security. There are times, however, when you may be called upon to assist with store security in other ways. The three types of store security violations found most frequently are robbery, shoplifting, and internal theft. In this module, you will learn how to detect these crimes and what to do if any of them should ever occur in your presence.

DIRECTIONS

Read the objective below, and go through the learning activities inside this module in the order in which they are listed.

OBJECTIVE

Given case studies dealing with matters of store security, tell what steps should be taken to assist with store security.

LEARNING ACTIVITIES

---

1. Read Information Sheet, If You Are Robbed . . . (Page 3)
2. Check your knowledge by completing Assignment Sheet #1, If You Are Robbed, A Case Study. (Page 5)
3. Read Information Sheet, Shoplifting Prevention. (Page 6)
4. Check your knowledge by completing Assignment Sheet #2, Preventing Shoplifting. (Page 7)
5. Check your knowledge by completing Assignment Sheet #3, Apprehending Shoplifters. (Page 8)
6. Read Information Sheet, Internal Theft. (Page 9)
7. Turn in completed LAP to your instructor.

INFORMATION SHEET

IF YOU ARE ROBBED . . .

Robbery is the act of taking personal property from another by force, threat, or violence. Most stores have specific policies concerning robberies. You will want to know these policies and be prepared to follow them should a robbery occur.

General rules to follow if your store is robbed

A. Remain as calm as possible; do not do anything that may excite the robber and increase danger to yourself or others

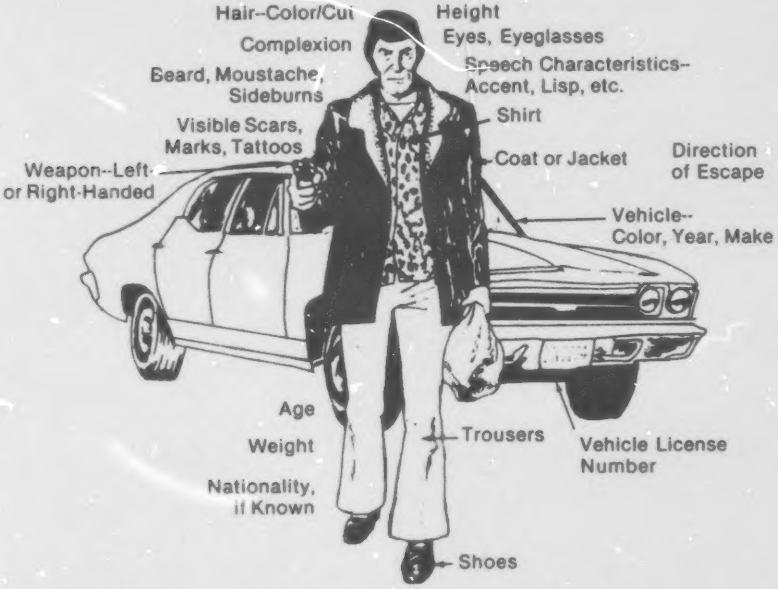
B. Take a good look at the robber (Figure 1)

(NOTE: When trying to determine age, height, weight and appearance, make comparisons between yourself and the robber.)

FIGURE 1

Thanks for the Memory

Most robberies are over in less than one minute. Take note of everything you can: the robber's size, weight, build, dress, speech, abnormalities, method and direction of getaway.


Hair--Color/Cut
Height
Complexion
Eyes, Eyeglasses
Beard, Moustache, Sideburns
Speech Characteristics--Accent, Lisp, etc.
Shirt
Visible Scars, Marks, Tattoos
Coat or Jacket
Direction of Escape
Weapon--Left- or Right-Handed
Vehicle--Color, Year, Make
Age
Trousers
Weight
Vehicle License Number
Nationality, if Known
Shoes

Don't compare notes with other witnesses. It's easy to become confused.

CONTINUED . . .

Information Sheet (p. 2)

C. Be able to describe size, type, and color of weapon used

D. Observe whether the robber touches anything that police can use for fingerprints

E. After the event is over, immediately write down all the observed facts; ask witnesses to also write down what they saw

F. Be prepared to assist the store manager and police if asked

G. Know your store policies concerning what to do in case of a robbery

H. Do not quote an amount of loss by robbery to anyone, including police; the store manager or other person in charge should provide that information after the actual amount of loss has been calculated

ASSISTING WITH STORE SECURITY

ASSIGNMENT SHEET #1--IF YOU ARE ROBBED, A CASE STUDY

Directions: Read the following case situation. In the space provided below, write what you would do if you were the cashier/checker.

CASE STUDY

A man and a woman are checked out at your cash register. You complete the transaction. Immediately, the man places his hand in his coat pocket and says, "This is a holdup. Empty the cash register." What do you do?

INFORMATION SHEET

SHOPLIFTING PREVENTION

Shoplifting is the act of committing larceny against (or stealing from) a retail store. As a cashier/checker, you should know what to do if you observe a person shoplifting or suspect a person of shoplifting. Listed below are some steps to follow in preventing shoplifting. You should also check with your store manager to see whether the store has specific procedures to follow if you suspect shoplifting or detect a shoplifter.

PART I--Steps to help prevent shoplifting

A. Greet people as they enter the store; besides being friendly, you are making them aware that you know they are in the store

B. Keep the space around the check-out area clean

(NOTE: Keep the area clean of large boxes. A shoplifter could hide behind them while picking up merchandise.)

C. Always close the cash register or have it locked if you have to leave it

D. Avoid turning away from the cash register when the cash drawer is open

E. Be friendly with all customers, but always be alert when ringing out orders of merchandise

F. Complete ringing up your customer's order and give him or her change before entering into conversation

G. Give cash register receipts to all customers

PART II--Steps to take should you suspect someone in the store of shoplifting

A. Know what your store expects you to do if you should observe a shoplifter

B. Watch the person carefully and, if possible, have another store employee do the same; be certain

C. Immediately notify the store manager or store security

(NOTE: If you are unable to leave the check-out area, have another employee notify the manager or security personnel.)

D. Know the location of the concealed good(s)

E. Let your manager or security personnel handle the shoplifter

(NOTE: Do not use force or try to apprehend a shoplifting suspect. He or she may be armed and dangerous.)

ASSISTING WITH STORE SECURITY

ASSIGNMENT SHEET #2--PREVENTING SHOPLIFTING

You have learned that stores have specific policies concerning security. Your store manager will tell you about these when you are employed. There are also some general precautions that you can take as a cashier/checker to help with store security.

Directions: State general precautions that you should take in preventing and detecting shoplifting losses. Write your answers in the spaces provided below.

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

Can you think of others? ______________________________

____

____

____

ASSISTING WITH STORE SECURITY

ASSIGNMENT SHEET #3--APPREHENDING SHOPLIFTERS

Directions: Read the following case situations, and answer the questions in the spaces provided.

CASE STUDY A

Betty Lane, a cashier/checker at a large grocery store, observed a person place several magazines inside his coat. He did not remove them. Betty was certain that this had occurred, and she did not have a customer at her check-out counter. Describe what you think Betty should do.

____

____

____

____

____

____

CASE STUDY B

Alice Jones, a cashier/checker at X Y Z Market, thought she saw a person open a purse and slip several articles of merchandise into it. Alice had a long line of customers waiting to be checked out. She observed that the person was moving to the back of the store. Describe what you think Alice should do.

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INFORMATION SHEET

INTERNAL THEFT

Internal theft is the act of committing larceny against (or stealing from) one's employer. Employers are making a conscientious effort to curtail the multi-billion-dollar losses caused from internal theft.

(NOTE: The Department of Commerce estimates that as much as 80 percent of all retail shortages are caused by employees.)

Watch for internal theft activities, and report such incidences to your manager.

REMEMBER, DON'T TRY IT . . . CHANCES ARE VERY GOOD THAT YOU WILL BE CAUGHT!

CASHIER/CHECKER

CC-F4

MAINTAINING STORE SAFETY

INTRODUCTION

Prevention of in-store accidents is a responsibility of each store employee. As a cashier/checker, you must be alert for hazardous conditions and see that they are corrected. In case an accident does occur, you will need to know what to do. The learning activities in this module are designed to help you understand your responsibility in maintaining store safety.

DIRECTIONS

Read the objectives below. If you think that you are already able to perform these tasks, arrange with your instructor to do the assignment sheets,

or

if you need to complete learning activities in order to be able to do the tasks, find the learning activities inside this module, and go through them in the order in which they are listed.

OBJECTIVES

(1) Given illustrations of in-store conditions that could be hazardous to customers and employees, write a description of what a cashier/checker should do to correct each hazard. All hazards and the necessary steps for correcting each should be identified.

(2) Given case problems that describe in-store customer accidents, write descriptions of how a cashier/checker should handle the situations. The descriptions should contain at least the three general activities that a cashier/checker should perform.

LEARNING ACTIVITIES

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1. Read Information Sheet, Preventive Approach to Safety. (Page 3)
2. Read Information Sheet, Correcting Hazardous Conditions. (Page 6)
3. Check your knowledge by completing Assignment Sheet #1, Locating Hazardous Conditions. (Page 7)
4. Read Information Sheet, What to Do in Case of an Accident. (Page 9)
5. Check your knowledge by completing Assignment Sheet #2, Handling In-Store Accidents. (Page 10)
6. Check your knowledge by completing Assignment Sheet #3, Answer Questions Concerning Safety and Preventive Maintenance. (Page 11)
7. Read Information Sheet, Lifting Heavy Items. (Page 12)
8. Read Information Sheet, Fire Safety. (Page 13)
9. Turn in completed LAP to your instructor.

INFORMATION SHEET

PREVENTIVE APPROACH TO SAFETY

Customer and employee safety is a responsiblity of all store employees. Cashier/checkers must be constantly alert for any condition in the store that could cause a hazard to both customers and employees. Eliminating hazards that could cause accidents is called preventive maintenance.

Some common hazards that can occur

A. Wet or slippery floors in the store or at the entrance

B. Cans or jars that have fallen from shelves into aisles (Figure 1)

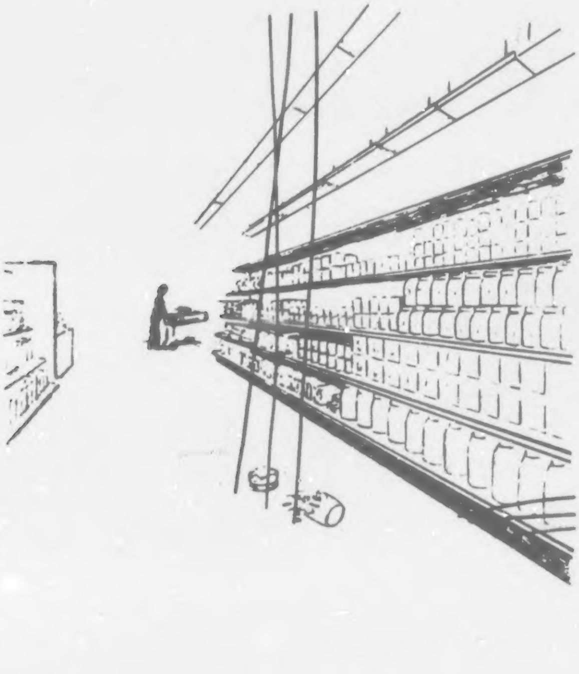
C. Leaning displays (Figure 2)

D. Unattended dollies in aisles (Figure 3)

E. Empty shopping carts that block aisles

F. Produce that has fallen into aisles (Figure 4)

FIGURE 1



Information Sheet (p. 2)

FIGURE 2

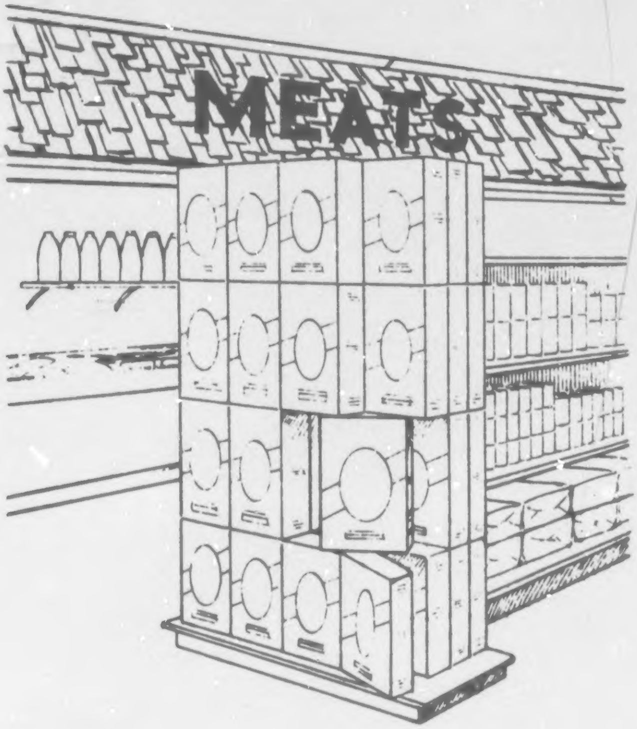
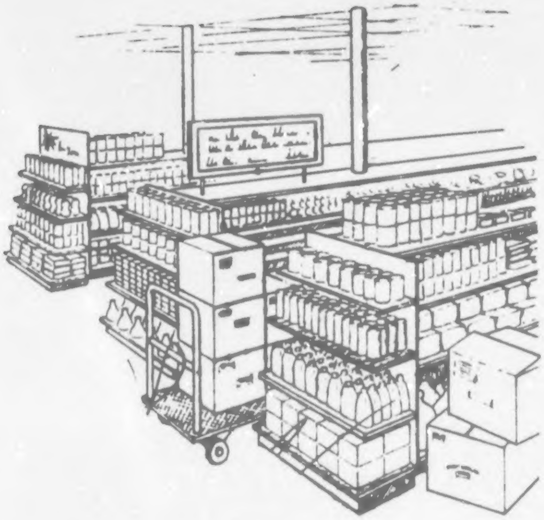
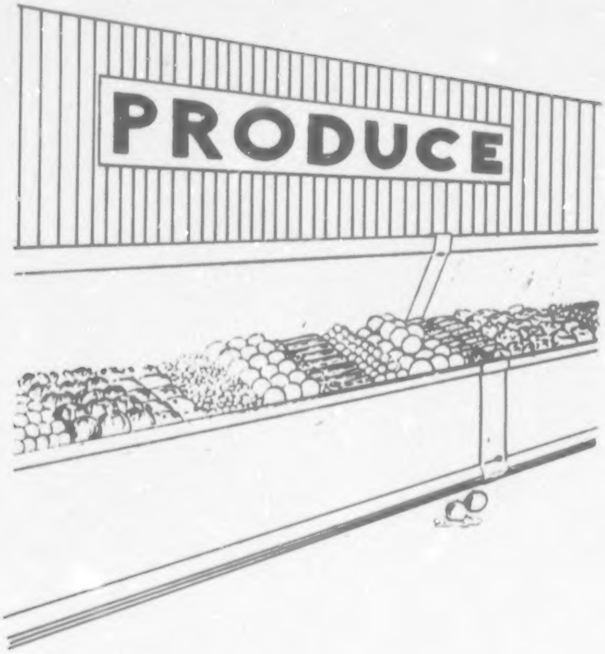


FIGURE 3



Information Sheet (p. 3)

FIGURE 4



INFORMATION SHEET

CORRECTING HAZARDOUS CONDITIONS

As a future cashier/checker, you should know the basic procedures for correcting hazardous conditions. You will want to check your specific responsibilities with your store manager, but you will also want to follow the general rules for preventive maintenance.

General rules of preventive maintenance

A. Be alert to possible hazards in your working area; check it several times a day

B. Correct or, if unable to do so, report any condition that could be hazardous to customers and employees

C. Check to see that the hazard has been corrected

(NOTE: If you are unable to leave your check-out stand, call for assistance.)

D. Know the location of tools for correcting hazardous conditions

EXAMPLES: Mops, brooms, dustpans

E. When correcting the hazard, take care not to hurt yourself

EXAMPLES: Broken glass will cut, slippery floors can cause falls, displays can fall.

SAFETY IS IMPORTANT TO REMEMBER . . .
USE IT AT ALL TIMES!!

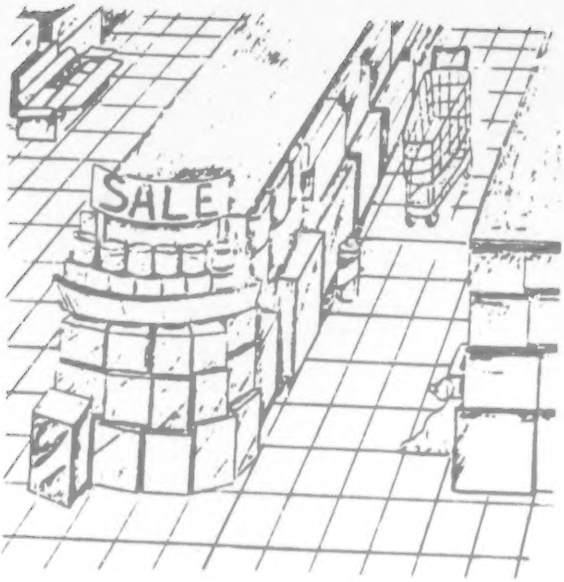
MAINTAINING STORE SAFETY

ASSIGNMENT SHEET #1--LOCATING HAZARDOUS CONDITIONS

Directions: Look at the following illustrations of a store, and locate the hazardous conditions. Write a brief description of each hazard.

A. Describe the hazards found in Figure 5.

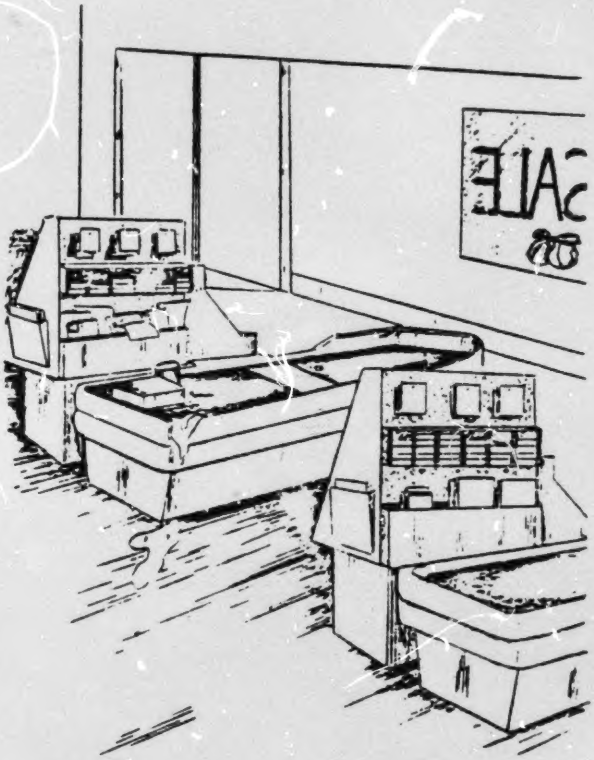
FIGURE 5



Assignment Sheet #1 (p. 2)

B. Describe the hazards found in Figure 6.

FIGURE 6



INFORMATION SHEET

WHAT TO DO IN CASE OF AN ACCIDENT

You have just learned how to prevent accidents; as the old saying goes, "An ounce of prevention is worth a pound of cure." However, despite your best efforts to prevent accidents, they can occur when customers are shopping. As a store employee, you should know what to do in the event of a customer accident. You should also know your store's policies concerning in-store customer accidents.

Procedure to follow if you see an accident involving a customer

A. Immediately notify store management

B. Tell the customer that management has been notified

C. Assist the manager in aiding the customer, if requested to do so

D. Never admit to the injured person that the store is at fault

E. Know emergency phone numbers

EXAMPLES: Fire department, police department, emergency medical people

MAINTAINING STORE SAFETY

ASSIGNMENT SHEET #2--HANDLING IN-STORE ACCIDENTS

Directions: Read the following descriptions of in-store accidents that involve customers. Write a brief description of what you would do if you were a cashier/checker and were confronted with these accidents.

ACCIDENT A

While you are working at the check-out counter at a grocery store, a customer rushes up and says, "My daughter slipped on a wet spot on the floor in the produce section, and she can't get up."

What would you do?______________________________

ACCIDENT B

You are working at the check-out counter, and a customer comes rushing up to you and says, "I just cut my leg on a piece of metal in the back of the store. The piece of metal also tore my slacks."

What would you do?______________________________

MAINTAINING STORE SAFETY

ASSIGNMENT SHEET #3--ANSWER QUESTIONS CONCERNING SAFETY AND PREVENTIVE MAINTENANCE

Directions: Answer the following questions concerning safety and preventive maintenance.

A. What effect do reports of customer injuries and employee accidents have on the store? ______________________________

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B. What is a cashier/checker's responsibility in relation to safety and accident prevention? ______________________________

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C. What do you believe to be the main cause of employee and customer accidents?

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D. What is "preventive maintenance?"

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E. What are five ways a cashier/checker can perform preventive maintenance?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

INFORMATION SHEET

LIFTING HEAVY ITEMS

As a cashier/checker, you may be asked to stock shelves, to carry bundles of paper sacks from the stockroom, and to lift other heavy items. Lifting heavy objects improperly can cause serious or permanent back injuries; therefore, you must know rules for lifting heavy objects.

Rules for lifting heavy items

A. Look over the load; if it is too heavy to handle alone, get some help

B. Establish firm footing with feet close together

C. Bend knees, keeping the back straight at all times

D. Take a firm grip

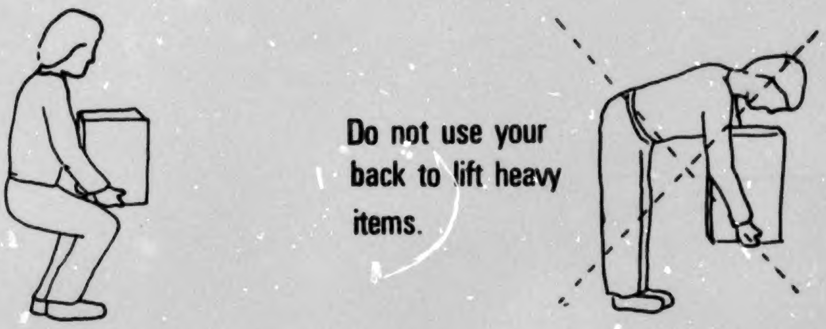
E. Push up the legs, keeping the item close to the body (Figure 7)

(NOTE: Do not use your back to lift heavy items.)

F. Reverse the steps to set the item down

(NOTE: Bend at knees, keeping back straight. Put front edge of the item down first. Slowly move hands out of the way while lowering the back of the item down.)

FIGURE 7



Use your legs to lift heavy items.

Do not use your back to lift heavy items.

INFORMATION SHEET

FIRE SAFETY

Have you ever thought what you might do if a fire should start in your store? Your management is faced with the responsibility of providing adequate escape routes, posting signs on doors and other exits, and placing fire extinguishers throughout the store. As an employee, you have responsibilities too. What would your responsibilities be?

PART I--Preventive measures

A. Never store flammable liquids near heat or in open containers

B. Never allow stacks of paper to build up

(NOTE: Remember, leaving stacks of paper unattended is a leading cause of fires.)

PART II--Employee responsibilities for fire safety

A. Know the location of all exits

(NOTE: It is important that you know which doors lead out of the building and which lead to closets or other closed areas.)

B. Become familiar with the use of fire extinguishers and their locations in your store

(NOTE: Fire extinguishers and their uses are described in Figures 8 and 9 on the next two pages.)

C. Keep aisles, hallways, and door passages clear of clutter and debris

D. Take part in fire drills conducted within your store

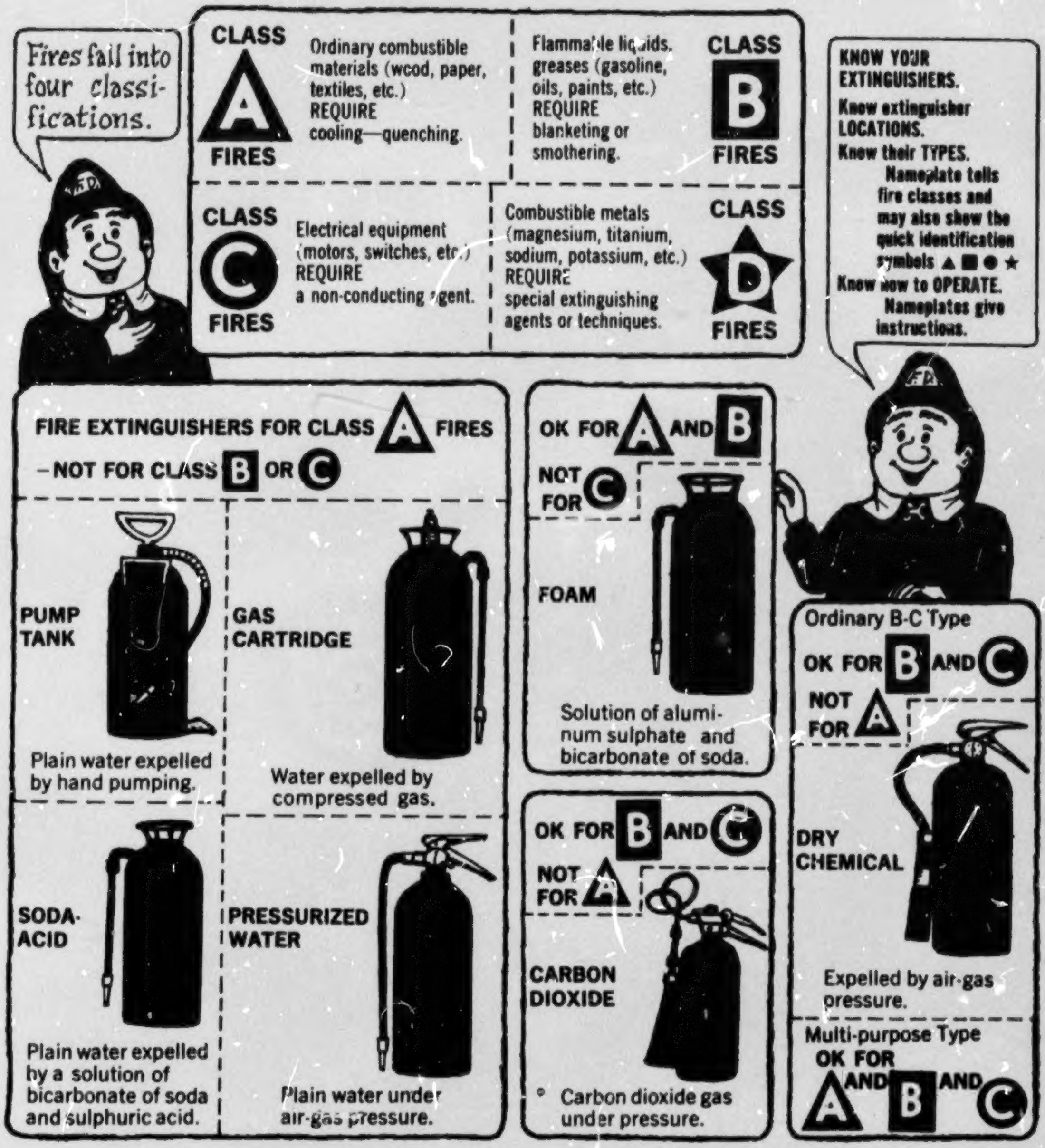
E. Know who to call in case of an emergency

(NOTE: Your store manager should give you directions during your store orientation session when you first begin working. If not, ask what measures you should take in case of a fire emergency.)

TAKE A LOOK AT SOME FIRE EXTINGUISHERS . . .

FIGURE 8

Fires and Fire Extinguishers



Fires fall into four classifications.

CLASS A FIRES Ordinary combustible materials (wood, paper, textiles, etc.) REQUIRE cooling—quenching.

CLASS B FIRES Flammable liquids, greases (gasoline, oils, paints, etc.) REQUIRE blanketing or smothering.

CLASS C FIRES Electrical equipment (motors, switches, etc.) REQUIRE a non-conducting agent.

CLASS D FIRES Combustible metals (magnesium, titanium, sodium, potassium, etc.) REQUIRE special extinguishing agents or techniques.

KNOW YOUR EXTINGUISHERS.
Know extinguisher LOCATIONS.
Know their TYPES. Nameplate tells fire classes and may also show the quick identification symbols ▲ ■ ● ★
Know how to OPERATE. Nameplates give instructions.

FIRE EXTINGUISHERS FOR CLASS A FIRES —NOT FOR CLASS B OR C

PUMP TANK Plain water expelled by hand pumping.

GAS CARTRIDGE Water expelled by compressed gas.

SODA-ACID Plain water expelled by a solution of bicarbonate of soda and sulphuric acid.

PRESSURIZED WATER Plain water under air-gas pressure.

OK FOR A AND B NOT FOR C

FOAM Solution of aluminum sulphate and bicarbonate of soda.

OK FOR B AND C NOT FOR A

CARBON DIOXIDE Carbon dioxide gas under pressure.

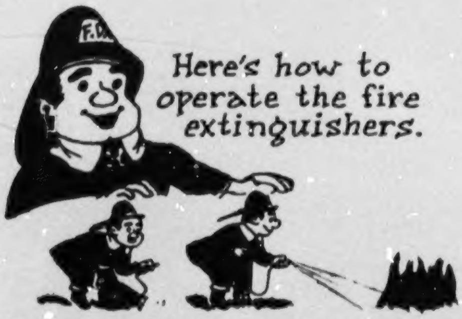
Ordinary B-C Type OK FOR B AND C NOT FOR A

DRY CHEMICAL Expelled by air-gas pressure.

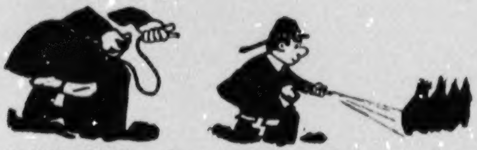
Multi-purpose Type OK FOR A AND B AND C

FIGURE 9

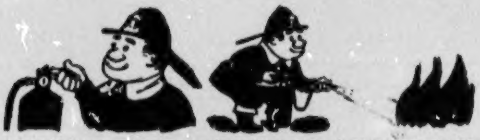
Using Fire Extinguishers


F.D.
Here's how to operate the fire extinguishers.

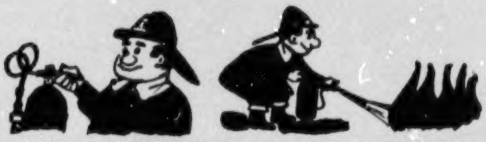
SODA-ACID—Direct stream at base of flames.



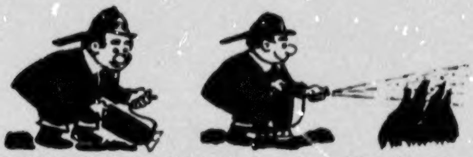
PUMP TANK—Place foot on footrest, direct stream at base of flames.



PRESSURIZED WATER-GAS CARTRIDGE TYPE—Direct stream at base of flames.



CARBON DIOXIDE and DRY CHEMICAL—Direct discharge as close to fire as possible. First at edge of flames and gradually forward and upward.



FOAM—Don't play stream into the burning liquid. Allow foam to fall lightly on fire.

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